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ABSTRACT

Intended as a usable resource for librarians and teachers in planning and implementing a program for young library users and students, this book was developed to stimulate children to use the library. The introduction contains opening comments--including an explanation of how the theme of "monster magic" inspires creativity, specific goals, and a planning guide. The next section, on background and sources, includes a general definition of a monster and definitions of six specific kinds of monsters (each of which is followed by an annotated bibliography): prehistoric; folk and legendary; literary, film, and television; mysterious; true life; and space. The list of media resources that follows lists audio visual packets, 16 mm films, books to help in planning activities, inexpensive books and materials, and books to share at storytime. The activities section contains ideas for activities that are fun, designed to encourage more reading on the subject of monsters, and include a "monster meter," a method for recording work done. Also included in this section is a list of books to read, a blank form for filling in books already read, puzzles, riddles, and a list of riddle sources. The games section presents both indoor and outdoor games, while the memorable monster music section includes appropriate songs. The wrap up section offers suggestions for bringing the program to a final conclusion, using the "monster revue" as the culminating activity. A list of ideas for promoting the program and an answer sheet to the riddles are provided in the appendixes. (EL)

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MONSTER MAGIC:

A Reading Activities Idea Book for Use with Children

A Fun with Reading Book

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MONSTER MAGIC:

A Reading Activities Idea Book for Use with Children

A Fun with Reading Book

by Zinita Fowler

ORYX PRESS
1983

The rare Arabian Oryx is believed to have inspired the myth of the unicorn. This desert antelope became virtually extinct in the early 1960s. At that time several groups of international conservationists arranged to have 9 animals sent to the Phoenix Zoo to be the nucleus of a captive breeding herd. Today the Oryx population is nearing 300 and herds have been returned to reserves in Israel, Jordan, and Oman.

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Introduction

Opening Comments

This book is intended as a usable resource for librarians and teachers in planning and implementing an interesting, entertaining, and valuable reading program for young library users and students. It could be called, perhaps, a detailed game plan.

Before delving into it, however, it is necessary for each librarian or teacher to decide just what the program is intended to accomplish. In other words, goals should be set. These are general statements of what the end results of the program should be.

For a librarian, an example of one such goal would be to reach that portion of young people who rarely use the library facility. For a teacher, a goal might be to reach those children who dislike reading. Since each library and classroom setting is unique, it would be futile to attempt to set down in this manual the goals hoped for in the program. This is something to be done by each library or school group at the beginning of their planning session.

By the same token, realistic objectives should be set down as a means of determining whether your program has met its goals. Many outside factors, such as limitations on funds, curriculum, staff, or facilities, must be considered before deciding upon objectives. At the end of the program, these objectives can be used to help evaluate the success of your efforts.

The paramount concern in planning and presenting any program for youngsters is that it will arouse interest in nonlibrary users while stimulating renewed enthusiasm in those who already enjoy reading and/or use the library regularly. The theme of *Monster Magic* inspires creativity, and that is the true goal of the program—for participants not only to take part in the planned activities, but also to pursue original ideas for art, literary and musical works, and group happenings on their own. We want them to *want* to read more on the subject.

This manual is not intended to contain all the material available on this topic. It is hoped that the suggestions in this book will spark creativity in program leaders, as well as participants, leading them to utilize their own ideas for further enrichment. A program based on the monster theme is particularly effective in sparking the interest of young readers because of its timeliness. Interest in all things con-

cerning creatures who are oversized, undersized, or unusual in some way—monstrous—is high among young people. As a result, the problem of motivation is almost nonexistent. Young participants will enter into the unit with enthusiasm. This manual is to help and guide; your program should be your own, with your own mark of individuality on it.

For ease of presentation, the monster theme has been divided into 6 major sections: prehistoric; folk and legendary; literary, film, and television; mysterious; true life; and space monsters. Some of these areas will overlap, such as folk and legendary with literary, but a bit of organization will make the study of the hundreds of monsters somewhat easier.

I would suggest to librarians that, if 3-, 4-, and 5-year-olds are to be included in the program, a separate session or day of the week be set aside for them. These children are too young to be included in most of the planned activities for school-age participants and do not mix well with them socially. The 2 groups could do some things together, such as viewing movies and listening to stories or programs, but games which require vigorous physical activity or quick, organized thinking will be beyond the capabilities of the younger children and prove frustrating to the entire group.

Good luck with your Monster Magic program!

Specific Goals for Monster Magic

For Librarians: To present the library as a warm, interesting, entertaining, and valuable place to be.

For Teachers: To present the reading experience as warm, interesting, entertaining, and valuable.

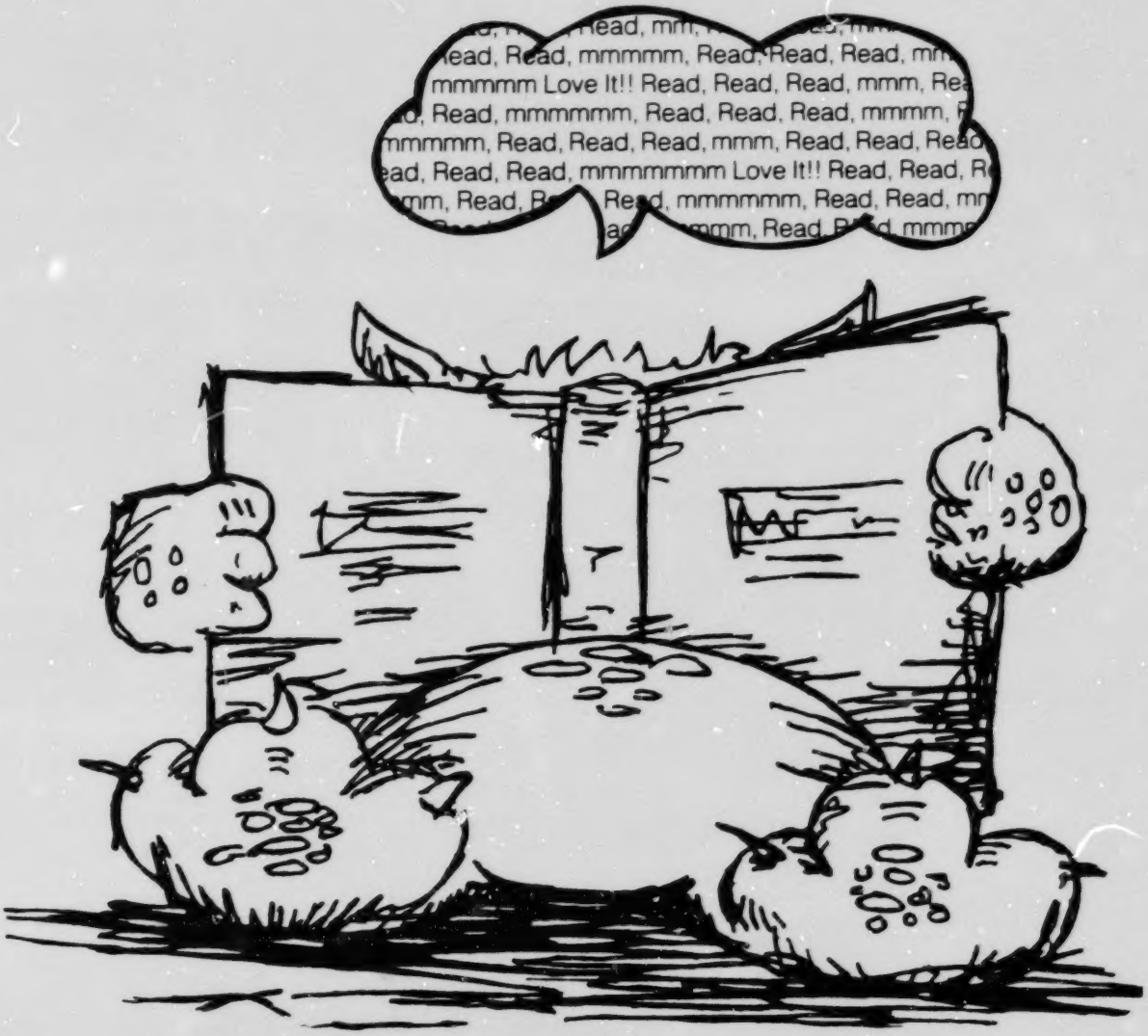
For Librarians and Teachers:

1. To introduce the participants to some of the truly fine classics of literature and music through their interest in monsters.
2. To increase the desire to read for knowledge, as well as recreation, by using games in the program which require facts about monsters of all kinds.
3. To inspire creativity in all the fine arts.
4. To stimulate the imagination and make the participants aware that often monsters which we have feared or loved are conjured up

through the thought processes and do not really exist except in the minds of their creators.

5. To teach the concept that visual ugliness is not always inner ugliness and that a very unattractive creature can have a beautiful soul.

6. To have a good time!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Planning Guide

For Public Librarians

Although each librarian has his/her own method of planning programs for a particular library setting, a few suggestions might be helpful for those who are planning a reading program for the first time or who might feel insecure in this area.

1. Read through this manual to familiarize yourself with the program. As you do, try to think of activities of your own. Find out which books and audiovisual materials you have in your collection that will be useful in the program. If your budget permits, order items you do not have.

2. Have a conference with your director or supervisor to confirm plans for the program. Find out how much staff you can depend on to help out and how many volunteer helpers will be permitted. Make the director aware of the theme of the program and ask for suggestions. The director and staff should feel that they are involved in the program's development and are not just spectators.

3. Once everything is set with the director, begin your actual planning. Contact volunteers. Make a calendar for your own use and begin to really "get your act together." Finalize dates for movies, programs, and other events, and write them down. Put down names of volunteers who will work on certain events. Leave very little to chance.

4. During the month preceding your program, go "all out" to publicize it. Get permission to visit area schools to do presentations and make a pitch for the program. Ask the school librarians to hang your posters in their libraries, and prepare flyers to be put in the teachers' boxes. You may find L_2M_2 to be the best publicity agent. Children will notice him and their curiosity will be aroused.

5. Prepare leaflets and bookmarks to be handed out at the library desk during this month. However, don't begin too soon with this, or it will begin to seem like "old news" before the program actually begins. Put up one or 2 lively posters in the entry area of the library. Also, local banks, grocery stores, and other businesses will sometimes allow a small poster or flyer to be displayed.

6. Make sure that stories about the program appear in the local newspapers. If a reporter will not come out to interview you, write the stories yourself and take them to the newspapers. Stress to adults that a program such as this is an excellent way to stimulate reading in children and that it is free. Emphasize to children that it will be *fun*. Remember, the library is in competition with many other programs for young peoples' time, especially during the summer months. Selling the reading program is imperative!

7. If possible, have several planning sessions with staff members and volunteers one month before the start of the program. If this cannot be arranged, meet with them for at least one good, intensive planning and preparation session. Always accept input from helpers and never be arbitrary about your own way of doing things. A team effort will be much more successful than one which you try to manage alone.

8. A week before the program begins, make available a schedule of the activities, either for a week at a time or for the whole program. Distribute these to interested parents and children and have them published in the local newspapers. On a bulletin board in a conspicuous spot, post updated lists of events as they are about to occur.

9. Publicize your program at every opportunity. If you are doing a good job and your attendance remains constant or continues to grow, you may credit word-of-mouth advertising. If fewer and fewer children attend activities, try to find out what is wrong and plan events that are more stimulating or entertaining to pump new life into your program.

10. Always be prepared to substitute other ideas when planned activities go awry. Remember, Murphy's Law is alive and well, so try not to panic when things go wrong. Quite often, spur-of-the-moment ideas prove to be better than the original plan, but *don't count on it*. Plan your program carefully. If you are excited by the schedule and find yourself looking forward to the program, it will probably succeed. Be enthusiastic. It's catching.

For Teachers and School Librarians/ Media Specialists

Experienced school personnel will probably be aware of methods for initiating the monster unit into their yearly planning. A few suggestions might be helpful to those who are just beginning or are unfamiliar with using various unit themes for creating interest in a continuing reading program.

1. At meetings with reading consultants and other teachers, decide how the unit is to be used. You may want it to span several grade levels or just one. It can be most effective as an enrichment unit for either fast or slow reading groups. Because of children's enthusiasm for the theme, it could be used at the beginning of the year to stimulate interest in reading, in the middle to spark flagging interest, or at the end to keep the reading program going when enthusiasm in scholastic matters is just about gone. The flexibility of *Monster Magic* makes it usable in many ways and at almost any time during the school year.

2. Although the primary purpose of the unit is to stimulate interest in reading, instructors in such subjects as art, music, and physical education might need to be included in the planning sessions. There should also be some correlation among teachers of various sections of the grades to be included. It should be stressed, how-

ever, that total regimentation is *not* desirable. This unit lends itself to both individual and group work, and each child should be encouraged to participate in a manner that will be of the most benefit to him/her.

3. Familiarize yourself with the program by studying this manual and devise activities of your own. Check your school library collection to see which books you have that will be useful in the program. If there is money in your book budget, order items you need but do not have.

4. Make arrangements for the audiovisual materials you plan to use. Your school library may have a small collection, and these can be supplemented by loans from the central school audiovisual collection and the local public library. Work out a definite schedule for the use of these items, along with the equipment needed for motion pictures, filmstrips, etc.

5. Sign up guest speakers and/or helpers. Get names and dates together and put them on your schedule.

6. Prepare a calendar for your own use and jot down all necessary information on it.

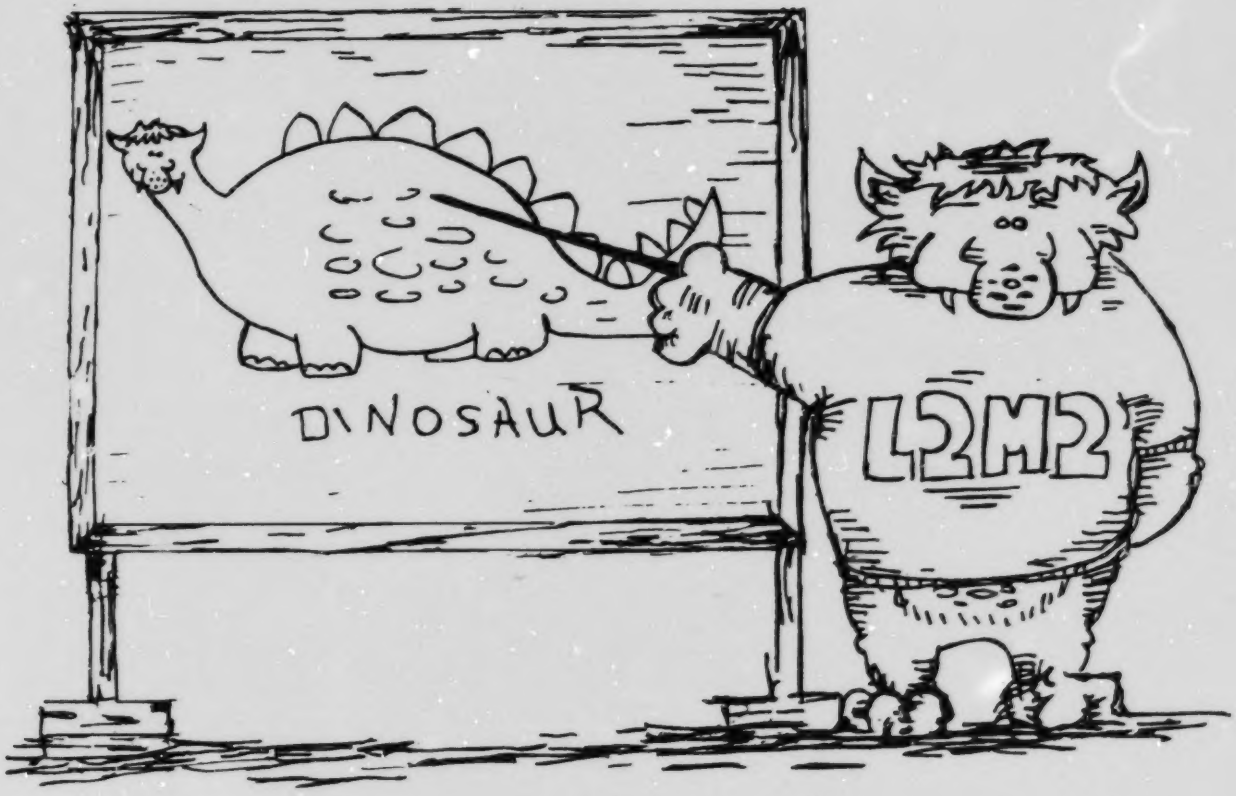
7. Gather all items to be used in the program, such as folders, arts and crafts materials, equipment for games, etc. Keep it in a handy place so you won't find yourself searching for paste or magic markers or a volleyball while the children wait impatiently. Planning ahead is very important!

8. Keep your principal and other supervisors informed at all times about the program. Nothing should come as a shock to the school administration. For instance, make certain that such activities as the costume party at the end of the program or exhibits of children's art work have been approved by the administration in advance. It is always a good idea to involve the principal and consultants in some way during the program to let them see firsthand what is being done and the enthusiasm in reading that is being generated. A good way to do this is to persuade some of the administrators to serve as judges in the costume contest and other competitions.

9. Read item 10 under the "public librarians" section of the planning guide and keep it in mind at all times.

Background and Sources

Before You Start



In the *Macmillan Dictionary for Children*, the word "monster" is defined as:

1. An imaginary creature that is huge and frightening.
2. A person who is so wicked that he does not seem like a human being.
3. An animal or plant that is not normal.

Something "monstrous" is defined as very, very large; enormous.

There seems to be a disparity between the meaning of the noun and the adjective, and it is one purpose of this project to make clear to

children that something huge to the point of being monstrous is not necessarily cruel or evil. In fact, some of the most outsized creatures of the animal world have been proved to be harmless, even gentle. The same is true of many of the giant-sized characters that fill the pages of fairy tales and legends. Some good examples are "Beauty and the Beast," Atlas and Hercules, the Galapagos turtles and iguanas, the brontosaurus, and the Loch Ness monster, "Nessie." The librarian or teacher should always emphasize this point during the course of the study of monsters.

Books such as *Gulliver's Travels, Bremen Town Musicians,* and *Blind Man and the Elephant,* etc. might be used to make the point that monsters are often created because of our own viewpoints or positions in life. Many of the things we regard as monstrous beyond belief may be simple thoughts conjured up in our own minds and can be dispelled with a bit of common sense. Here is a good chance for teaching the concept of keeping things in proper perspective; mountains are often molehills and monsters nothing more than mice.

Prehistoric Monsters

Millions of years ago, the seas, the land, and even the sky were ruled by huge animals whose names today mean "terrible," "high," "thunder," "elephant-footed," and the like. It is hard to imagine the size of some of these monsters, and we will never see one alive, since they are all extinct.

Fortunately, they left behind evidence which has been found and carefully restored by paleontologists to give us an idea of their size, how they lived, and why they died.

Here are names and descriptions of some of these animals:

Ichthyosaur (ik´ thi oh sawr): A dolphinlike animal who grew to be as long as 50 feet.

Plesiosaur (play´ zee oh sawr): A sea creature described as looking like "a snake threaded through the body of a turtle." Also grew to a length of 50 feet.

Mosasaur (moh´ uh sawr): An animal who was considered to be the original "sea serpent." It had a powerful tail and paddle-shaped feet and was probably a fast swimmer. It had a pointed head and very sharp teeth.

Archelon (ark´ eh lon): This creature was king of the turtles. It grew to about 12 feet long and its head was a yard long.

Megladon (meg lah´ don): A fish who was the forerunner of the shark, with jaws about 6 feet across and hundreds of razor-sharp teeth, each about the length of a human's thumb. It grew to be 75 to 100 feet long.

Brontosaurus (brawn toh sawŕ us): An animal, also known as the "thunder lizard," who grew 40 to 70 feet long and 10 to 17 feet high, with a short body and a long neck and tail. It was not much of a fighter and spent most of its time eating plants. It lived on both land and water, which saved it from smaller meat-eating animals who could not survive the deep water where it ran to escape.

Triceratops (try sehŕ uh tops): A creature who has been called "he of the 3-horned face," was 25 feet or more in length, and had huge, heavy legs. It had a horn over each eye and a smaller one on the nose and a skull that covered the back of the neck, resembling a firefighter's helmet.

Stegosaurus (steg oh sawŕ us): A bizarre-looking animal who walked on all 4 feet, although its front legs were much shorter than its back ones. Its spine curved in a long arc, about 20 feet in length, with a double row of bony plates running down it and a tail tipped with 2 pairs of spikes, used as weapons. It had a very small head, with a brain about the size of a walnut.

Tyrannosaurus Rex (t' rań oh sawŕ us rex): An animal thought to be king of the tyrant reptiles and the mightiest of all animals to walk upright on the earth. It was 50 feet long and about 18 feet tall, with a huge head and teeth like daggers. It may have weighed 8 tons, and its long, powerful back legs supported this weight. It had very small forelegs with 2 small claws. It was a fighter and attacked all the other animals, both plant-eating and meat-eating.

Pterodactyl (tehr oh daḱ tyl): A reptile who could fly. Not all were large; in fact, some were as small as sparrows.

Pteradnodon (ter ań oh don): A "dragon of the air" who was the largest flying animal of all time, with a wingspread of 15 to 20 feet. It had a long crest on its head and could not fold its wings backward like birds of today.

Moa (mó uh): A bird who could not fly but grew as tall as 10 feet. The huge legs and big feet were used for digging for food and fighting.

Aepyornis (a pee oŕ nis): A giant bird who could not fly. It was so large that one of its eggs was equal to 148 hen's eggs.

Brontornis (bron torń is): A bird whose skull was about the size of a horse's and had leg bones larger than those of an ox. Its "drumstick" was 30 inches long, and it had sharp-clawed feet and a huge hooked beak.

Other animals to study: The saber-toothed tiger, the mammoth, the mastodon, and the giant sloth.

Books That Will Be Helpful

Asimov, Isaac. *How Did We Find Out about Dinosaurs?* New York: Walker & Co., 1973.
A history of how we came to know about the prehistoric creatures. Grades 5–7.

Cohen, Daniel. *What Really Happened to the Dinosaurs?* New York: E.P. Dutton, 1977.
An examination of the scientific theories that explain the mystery of what really happened to the dinosaurs. Grades 4–6.

Cole, Joanna. *Saber-Toothed Tiger and Other Ice Age Mammals.* New York: William Morrow & Co., 1977.
Excellent portraits, both in words and art work, of 12 animals of the ice age as they might have lived in prehistoric times in the spot that we now call the LaBrea tar pits in California. Grades 3–6.

Daly, Eileen. *Dinosaurs, Giants of the Past.* Racine, WI: Western Publishing Co., Inc., 1974.
Simple descriptions and graphic illustrations of prehistoric creatures. Grades 1–4.

Halstead, Beverly. *A Closer Look at Prehistoric Mammals.* New York: Watts, Franklin, Inc., 1976.
Interesting factual information, with charts of such things as the evolution of the horse, teeth and bone structure of early mammals, etc. Grades 3–6.

Kaufmann, John. *Little Dinosaurs and Early Birds.* New York: Thomas Y. Crowell, Co., 1977.
A description of how little dinosaurs evolved into birds and how they came to fly. Grades 1–4.

McCarthy, Agnes. *Giant Animals of Long Ago.* Englewood Cliffs, NJ: Prentice-Hall, Inc. 1963.
Information about prehistoric animals in an almost encyclopedic style. Easy to research; easy to understand. Grades 4–6.

McCord, Anne. *The Scholastic Fun Fact Book of Dinosaurs.* New York: Scholastic Book Services, 1977.
An excellent source book of information, with easy ideas for projects. Many illustrations and excellent charts. Grades 2–6.

May, Julian. *The Warm-Blooded Dinosaurs.* New York: Holiday House, Inc., 1975.
Evidence presented that dinosaurs were warm-blooded, much like animals of today. Introduces idea that, far from being extinct, small "living dinosaurs" are all around us today. Grades 2–5.

Morris, Dean. *Dinosaurs and Other First Animals.* Milwaukee, WI: Raintree Children's Books, 1977.
A good book for younger children in the library or classroom, with easy-to-read text and brightly colored illustrations. No gruesome scenes as in some of the other books. Grades K–3.

Pringle, Laurence. *Dinosaurs and Their World.* New York: Harcourt, Brace & World, Inc., 1968.
Interesting factual material, illustrated by photographs and line drawings. Grades 3–5.

Radlauer, Edward. *Dinosaur Mania*. Chicago, IL: Children's Press, 1978.
Another very simple book for younger participants. Excellent brightly colored illustrations, with only one rather bloody one of old Tyrannosaurus Rex. Grades K–4.

Rowe, Erna. *Giant Dinosaurs*. New York: Scholastic Book Services, 1973.
Very good comparisons of the size of prehistoric monsters to things in our world today. Also has a map showing where the dinosaurs lived. Grades 1–4.

Sullivan, Nora. *Dinosaurs*. New York: Watts, Franklin, Inc., 1976.
An easy-to-read book filled with facts and pictures. A good resource for younger readers. Grades 1–3.

Folk and Legendary Monsters

Many oversized creatures who are familiar to us were created long ago in someone's imagination and evolved and prospered through the centuries as a result of constant storytelling and retelling. Some of these monsters are evil and frightening, some gentle and benign, and some a bit of both. A few are even comical.

We have become familiar with a variety of monsters, thanks to Walt Disney and television. But it should be stressed to children that monsters' beginnings occurred far back in time and that the many forms in which they appear are the result of human vagary or invention through repetition.

A good activity to illustrate this is the old game of "Gossip" in which the children sit in a circle and whisper, in turn, a phrase started by one of them. The child at the end of the circle will receive a totally different phrase from the child who began the game, just as folk tales and legends evolve over time. Stress that all versions of folk tales are correct, since they were born and grew from the people who told and repeated them.

Folk and legendary monsters include:

Dragons: Great monsters who were covered with scales. They breathed out smoke and fire, had great claws, usually guarded some kind of treasure, and were quite interested in maidens. Often, they terrorized the countryside for miles around, devouring everything in sight. The one weak spot was on the dragon's back, and this brought about its downfall by those who knew about it.

Giants: Monsters of a great many kinds and characters, but all with enormous size in common. Many were good and wise; others were simpleminded and harmless. Still others were fierce, human-eating ogres, some with 2 or 3 heads.

Centaurs (sehn torz): Creatures who were half man and half horse and roamed the plains of Thessaly, sometimes displaying the best and sometimes the worst characteristics of each of their half bodies.

Gorgons: Three monstrous sisters, the ugliest of whom, Medusa, had a scaly body, brass wings and claws, and a head covered by hissing snakes. Anyone who looked at her was instantly turned to stone.

Harpies: Terrible-tempered winged women with beautiful forms and hideous faces who attacked their victims with their eagle-like talons.

Minotaur (mihn oh tor): A huge and brutal man, covered with short, thick fur with 2 long, polished horns sprouting out of his head. His face was that of a beast, with poisonous red eyes, great buck teeth, and leathery lips; his feet were tipped with razor-sharp hooves. He was imprisoned in a labyrinth, where he captured unfortunate humans who became lost there and ate them. He was killed by Theseus, who managed to find his way out of the maze.

Chiron (ký ruhn): Wisest of the Centaurs, who tutored many Greek heroes (among them Hercules, Achilles, Jason, and Asclepius) in healing, archery, and the care of animals.

Charybdis (kuh rib dihss): An underwater monster who so angered Zeus with her greediness that he threw her into the ocean. There she became a whirlpool, sucking down ships that came too close and eating the crew.

Scylla (sihl uh): Half beautiful nymph, half 6 ravenous dogs, positioned across a narrow strait from Charybdis. This monster captured ships that came too close.

Cyclops (sý klahps): Giant metalworkers who forged thunderbolts for Zeus. They had only one eye in the middle of their foreheads.

Sphinx (sfinks): A monster resembling a winged lion, with a maiden's face and a serpent's tail. She crouched upon the roadside and devoured every traveler who could not answer her riddle.

Gryphon (grif on): A beast with the foreparts of an eagle and the hindparts of a lion. Its 4 legs, tipped with eagle claws, became a symbol for royalty and great power. It was strong enough to carry off a person on horseback, horse and all, and spun nests of pure gold on the peaks of the tallest mountains. Its claws were considered an antidote for any poison.

Hydra (hié dra): A cobra crossed with a leopard with many heads, so fierce that no one could get near enough to count the heads. Each time one head was cut off, 2 grew back in its place.

Phoenix (feé nix): A great and powerful bird with a shiny coat of gold, blue, and red feathers. It lived in Arabia for 1,000 years before it flew to Egypt to die. Near the Nile River, it built a nest of spices and jewels and then sat on the nest, singing a sweet song of life and death. At the close of the song, the nest was consumed by fire set by the sun and the Phoenix disappeared in the flames. Days later, a small golden worm appeared in the ashes. It grew into another Phoenix and the 1,000-year cycle began all over again.

Roc (rock): A monster who was known as the Elephant Bird and was also known to carry off cows and even baby elephants in its claws for a meal. Sinbad the Sailor once discovered a Roc's egg and thought it was a small ivory temple.

Cerberus (sir bur us) The 3-headed dog who guarded the gates of the underworld.

Atlas: A powerful Titan who once fought unsuccessfully against Zeus and was punished by always having to bear the weight of the world on his shoulders. Only once was he relieved of his burden, when he persuaded Hercules to take over for a short while. Aware that Atlas never intended to return, Hercules tricked him into resuming his burden. Atlas was finally reprieved by Perseus, who showed him the head of Medusa, which turned Atlas to stone.

Cecrops (seé krahps): A half dragon, half human king of Attica who worshipped the goddess Athena and put an end to the worship ritual of offering human sacrifice to Zeus. The handsome moth Cecropia took its name from Cecrops.

John Henry: The steel-driving man, dear to the hearts of all railroaders. He broke his heart in a race to beat a steam drill boring a tunnel through the mountain.

Paul Bunyan: The huge lumberman of the north woods in America who did amazing things. His constant companion was Babe, the Blue Ox, who could be called a monstrous creature in his own right. There is some argument as to whether Paul Bunyan is truly a folk hero or a lumber company advertising creation. But there is no doubt that he is the first one who comes to mind when "tall tales" are mentioned, thus earning him a place among legendary characters.

Some legendary monsters were small in size, and most of these were mischievous, but not evil, in intent. Among these are leprechauns, gnomes, goblins, bogeymen, elves, dwarfs, and trolls.

Books That Will Be Helpful

Davis, Hubert J. *The Silver Bullet and Other American Witch Stories*. Middle Village, NY: Jonathan David Publishers, Inc., 1975.
More than 75 stories about witches and tips on how to become one, how they do their work, and how to break a spell. A fine collection of American folklore. Grades 5–8.

Evslin, Bernard. *Gods, Demigods & Demons: An Encyclopedia of Greek Mythology*. New York: Scholastic Book Services, 1975.
An alphabetical listing of important characters in the Greek myths, including the monsters. Grades 5–8.

Evslin, Bernard; Evslin, Dorothy; and Hoopes, Ned. *Heroes and Monsters of Greek Mythology*. New York: Scholastic Book Services, 1967.
Stories of Perseus, Daedalus, Theseus, Atalanta, Midas, and Pygmalion. Appendix contains valuable notes. Grades 3–7.

McHargue, Georgess. *The Beasts of Never*. New York: Bobbs-Merrill Co., Inc., 1968.
An excellent resource book for learning about familiar imaginary animals, such as dragons, sea serpents, unicorns, etc. and unfamiliar ones, such as the hippograff, the Roc, the amphisbaena, etc. Grades 5–7.

Manning-Sanders, Ruth. *A Book of Dragons*. New York: E.P. Dutton, 1965.
Stories about all kinds of dragons, both good and evil, gentle and savage, humble and proud. Excellent illustrations. Grades 3–6.

———. *A Book of Dwarfs*. New York: E. P. Dutton, 1964.
Stories about dwarfs, dealt with in much the same way as the preceding book about dragons. Grades 3–6.

———. *A Book of Ghosts and Goblins*. New York: E.P. Dutton, 1970.
Stories of strange happenings and of little folk who roam the world. Some are eerie and some are funny. A good anthology for the storyteller. Grades 3–6.

———. *A Book of Magical Beasts*. New York: E.P. Dutton, 1970.
An anthology of poetry and stories about mythical, magical animals, both familiar and unfamiliar. Grades 3–6.

Maple, Eric. *Monsters*. New York: Gloucester Press, 1979.
A small book with large and colorful illustrations dealing with all kinds of monsters. Grades 1–3.

Rawson, Christopher. *Dragons*. London: Usborne Publishing Ltd., 1979.
A colorful book with interesting cartoon illustrations that provides information about a wide variety of dragons, including some of the legends. Simple-to-read text. Grades 1–3.

———. *Witches*. London: Usborne Publishing Ltd., 1979.
Similar format to above book about dragons. Grades 1–3.

Rounds, Glen. *Ol' Paul, The Mighty Logger*. New York: Holiday House, Inc., 1976.
A collection of stories telling of Paul's amazing accomplishments, including the invention of logging, the straightening of the Whistling River, the building of the Rocky Mountains, and so on. Grades 3–6.

Shapiro, Irwin. *Paul Bunyan and Other Tales*. New York: Golden Press, 1958.
Stories about Paul Bunyan, Old Stormalong, John Henry, Sam Patch, and others. Grades 3–6.

Literary, Film, and Television Monsters

Although this category is made up of characters who were created and put into story form by an author, many of these literary creatures have been around for so long and have been so enhanced and enlarged by persons other than their creator that they have become almost legendary. By the same token, we quite often find legendary characters in literary works—sometimes in major roles. Thus, it is difficult to draw a definite line between the 2 categories, and they can be presented together, if desired, to avoid confusion.

A further breakdown in the literary category would be those monsters which have been totally created by the media. Although some of them are now appearing in book form, such characters as Popeye, the Muppets, etc. were originally created for cartoons and television, and this should be pointed out to the children. A distinction should also be made between them and the larger-than-life creatures who walk through the pages of great literary works.

Some of the many literary, film, and television monsters are:

Grendel: Possibly the oldest literary monster; from the epic *Beowulf*. The only monster more horrible and harder to destroy was his mother.

Caliban (kál e ban): The large and rather simple beast from William Shakespeare's play *The Tempest*.

Witches: Evil old hags who appear in all kinds of written works. The most famous are those in Shakespeare's *Macbeth*.

Dracula: A count from Transylvania who required nightly draughts of human blood in order to survive. He pierced his victim's jugular vein with sharp fangs, which turned them into vampires like himself.

King Kong: A huge gorilla with almost human feelings who was cruelly exploited by people.

Gulliver: A character who is not really a monster at all except to the tiny people of Lilliput. This example may be used to teach the concept that the definition of a monster is relative, depending on the viewpoint of the individual.

Goliath: A mighty giant of Biblical times who was beaten by the skill and courage of a small shepherd boy, David.

Frankenstein's monster: A sub-human giant created by a brilliant scientist who was unable to control him.

Dr. Jekyll and Mr. Hyde: A fine young doctor and his darker side—a monstrous beast—brought out when a certain potion was swallowed.

Genie: A great cloud-like monster who was imprisoned in a lamp. When freed, he could perform great miracles.

Moby Dick: A huge white whale who became the obsession of a man and finally caused his death.

Gandalf: The wizard in J.R.R. Tolkien's *The Hobbit*.

Bilbo: One of the little people in *The Hobbit*.

Quasimodo: A horribly deformed giant, known as the Hunchback of Notre Dame, who was capable of great courage and love.

Media monsters: Although not considered monsters in the true sense of the word, *they are* included in the monster category because of the weird and outlandish appearance of many of them and because some are animals with human traits and characteristics. Because the children know and love them and identify with them, it would be wise to include them in the program. Some examples are the Muppets, the Incredible Hulk, Popeye and Bluto, and Dino the Dinosaur.

This is only intended as a start. There are many more, and you will find that each person has his/her own favorite.

Books That Will Be Helpful

Aylesworth, Thomas G. *Movie Monsters*. New York: McGraw-Hill Book Co., 1975.
Stories and photographs of horror stars, including King Kong, Godzilla, Frankenstein's monster, the Wolfman, Mr. Hyde, and the Invisible Man. Grades 3–6.

Blumberg, Rhoda. *Witches*. New York: Watts, Franklin, Inc., 1979.
Good descriptions of witches and witchcraft in history and in fiction from ancient times up to the current resurgence of the "witch business." Usable glossary in back. Grades 3–6.

DeRegniers, Beatrice Schenck. *David and Goliath*. New York: Viking Press, Inc., 1965.
The story of David and how he killed the giant Goliath. Grades 1–4.

Garden, Nancy. *Werewolves*. New York: J.B. Lippincott, Co., 1973.
Interesting accounts of the origins of the werewolf legends, the characteristics of these beasts, and records of their existence throughout history. Grades 4–7.

McHargue, Georgess. *Meet the Vampire*. New York: J.B. Lippincott, Co., 1979.
Tells all about vampires, how to avoid becoming one, and how to behave should you ever meet one. Grades 4–7.

McNally, Bruce. *Muppet Madness*. New York: Random House, Inc., 1980.
A book of games, puzzles, funny things, and pictures featuring Jim Henson's muppets. Grades 3–6.

Myring, Lynn. *Vampires, Werewolves & Demons*. London: Usborne Printing Ltd., 1979.
Stories based on firsthand reports of people who believed they had been attacked by vampires and werewolves. Information about how these creatures look and act and possible reasons for belief in their actual existence. Some illustrations are a bit macabre for young children. Grades 4–6.

Quackenbush, Robert. *Movie Monsters and Their Masters*. Chicago, IL: Albert Whitman & Co., 1980.
A tracing of the history of monster movies and horror films from the early silent era through the first sound movies. Grades 1–5.

Schoder, Judith. *The Blood Suckers*. New York: Julian Messner, 1981.
A recounting of the development of the vampire legend through history, folklore, literature, and motion pictures. Also discusses the possibility that there may be vampires living in the world today. Easy reading but quite graphic illustrations. Grades 4–7.

Simon, Seymour. *Creatures from Lost Worlds*. New York: J.B. Lippincott, Co., 1979.
Stories of movie and television monsters with illustrations. Grades 4–6.

Stallman, Birdie. *Learning about Witches*. Chicago, IL: Children's Press, 1981.
Traces the history of witchcraft and briefly discusses how it is used by its practitioners. Large colorful pictures and easy-to-read text. Grades 1–3.

Tolkien, J.R.R. *The Hobbit*. New York: Ballantine Books, Inc., 1977.
A deluxe edition of the beloved fantasy with illustrations from the animated film by Arthur Rankin, Jr. and Jules Bass. Colorful, interesting, delightful! Grades 4–7.

Mysterious Monsters

Mysterious monsters are monsters that may or may not exist. No one is absolutely sure. Fuzzy, unsatisfying photos have been snapped, footprints and bones have been found, and evidence that there really are such creatures turns up almost yearly. Still, no one has actually seen or touched them. So they remain mysterious and must be set apart in a category of their own.

Abominable Snowman: A huge creature, half man, half beast, believed to live in the Himalaya Mountains. Expeditions organized to find him have turned up evidence that he does exist.

Big Foot (Sasquatch): A great furry beast who walks upright and has supposedly been sighted in a number of wild and uninhabited places around the United States.

Loch Ness Monster: A sea serpent, affectionately known as "Nessie," who dwells in the depths of the deep, icy Loch Ness in Northern Scotland. She has become such a tourist attraction that the Scottish government has taken steps to protect her.

Werewolves: Humans who turn into wolf-like creatures when the moon is full.

Lachusa (la chew´ sah): A great black bird with no feet who punishes naughty Mexican children and harasses their evil elders by hovering above the deathbed and whistling an eerie cry.

Books That Will Be Helpful

Allen, Martha Dickson. *Real Life Monsters*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978.
Well-researched and realistically illustrated stories about the gorilla, the giant squid, the Komodo dragon, Bigfoot, the Abominable Snowman, and the Loch Ness Monster. Grades 3–6.

Aylesworth, Thomas G. *Werewolves*. New York: McGraw-Hill Book Co., 1975.
Interesting information about werewolves. Good illustrations. Grades 3–6.

Cohen, Daniel. *The Greatest Monsters in the World*. New York: Dodd, Mead & Co., 1975.
Information about large, mysterious animals that may still exist in the modern world. Recent sightings and other scientific information that seem to prove that there really are such creatures are cited. Grades 3–6.

———. *Monsters You Never Heard Of*. New York: Dodd, Mead & Co., 1980.
A book of stories about some of the "lesser-known" monsters, with occasional documentation that could convince the reader they do exist. Grades 3–6.

Fortman, Jan. *Creatures of Mystery*. Milwaukee, WI: Raintree Children's Books, 1977.
Tales about mysterious creatures of today that have not been as well-publicized as others. Photographs and drawings. Grades 2–6.

McHargue, Georgess. *Meet the Werewolf*. New York: J.B. Lippincott, Co., 1979.
Everything you want to know about werewolves: how they began, their habits, the legends about them, even how to become one yourself. Grades 3–6.

Place, Marian T. *On the Trail of Bigfoot*. New York: Dodd, Mead & Co., 1974.
A collection of stories of sightings and encounters, from weird, unexplained tales of horror to scientific investigations that attempt to answer the question: Does Bigfoot really exist? Grades 5–7.

Thorne, Ian. *Bigfoot*. Mankato, MN: Crestwood House, Inc., 1978.
Relates sightings and tales of Bigfoot—or Yeti—as he is known in the Pacific Northwest, the Himalaya Mountains, and other parts of the world. Photographs. Grades 2–5.

True Life Monsters

Technically, this category consists of outsized creatures of the animal world who would not be considered monsters except for their size. Because of their awesome dimensions, they should be included in a program such as this, but the distinction should be made clear to the children that, although classified as monsters, such oversized creatures are not necessarily dangerous or fearsome. In fact, they may be quite gentle. Some examples of true life monsters are:

Komodo (ko móe doe) dragon: A giant lizard who can be found only on a small, rugged island in the Pacific Ocean. It can grow to a length of 12 feet and is very ferocious.

Galapagos (ga lah´ pah gas) turtle: A giant creature who has lived on the remote Galapagos Islands, off the coast of South America, for hundreds of years.

Iguana: A large lizard, also found on the Galapagos Islands, who seems to be a throwback to the prehistoric ages. Unlike the Komodo dragon, it is lethargic and gentle.

Octopus and squid: Eight-legged monsters of the deep sea who squirt an inky fluid when attacked. Greatly feared by early sailors.

Giant manta ray: A strange, flat sea creature whose sting can be deadly.

Whale: Largest of all sea creatures.

Shark: A creature who gained notoriety through the film *Jaws*. Sharks are often maligned and thought to be more dangerous than they really are.

Books That Will Be Helpful

Berger, Gilda. *Apes in Fact and Fiction*. New York: Watts, Franklin, Inc., 1980.
An in-depth discussion of apes, both real and fictional, whose behavior and physical characteristics have been the subjects of research and myth. Excellent photographs and suggested further readings on the subject. Grades 3–7.

Gabb, Michael. *Creatures Great and Small*. Minneapolis, MN: Lerner Publications Co., 1980.
A discussion, in question-and-answer format, of the great variety of animal life from the smallest to the largest. Illustrations; A-Z glossary. Grades 3–6.

Kevles, Bettyann. *Watching the Wild Apes*. New York: E.P. Dutton, 1976.
An account of studies that were done on chimpanzees, gorillas, and orangutans. Excellent photographic illustrations. Grades 5–7.

McGowen, Tom. *Album of Whales*. New York: Rand McNally & Co., 1980.
An encyclopedic treatment of all varieties of whales. Good, factual information and excellent illustrations. Grades 3–6.

Meyers, Susan. *The Truth about Gorillas*. New York: E.P. Dutton, 1980.
An easy-to-read book which presents the much-maligned gorilla as a shy and gentle creature. Grades 1–3.

Roever, J.M. *Whales in Danger*. Austin, TX: Steck-Vaughn, 1975.
A description of the life cycle and environmental needs of various species of whales, with particular emphasis on the continuing threat to their survival. (A reversal of roles, with people as monsters, perhaps?) Grades 2–5.

Scott, Jack Denton. *Loggerhead Turtle*. New York: G.P. Putnam's Sons, 1974.
A recounting of how this gigantic turtle has managed to remain virtually unchanged for 150,000,000 years, baffling scientists and lay people alike. In picture essay form, this book is a fascinating resource for a study of how animal instinct helps them to survive. Grades 2–6.

Smith, Howard E., Jr. *Giant Animals*. Garden City, NY: Doubleday & Co., 1977.
A parade of the world's largest animals, both in text and pictures, with descriptions of their homes and habitats, life histories, and everyday lives. There are side-by-side comparisons of these animals with everyday objects so that the reader can visualize just how large the animals really are. Grades 2–6.

Space Monsters

This is a new category of very modern monsters who have rapidly grown popular because of our exploits in space and through exposure in the media.

Some popular monsters are:

R_2D_2: A small, amiable robot who is a friend of Luke Skywalker, the hero in *Star Wars* and *The Empire Strikes Back*.

C-3P0: A larger, golden robot who is R_2D_2's buddy in the 2 movies above.

Chewbacca (chew bah kah): An ape-looking creature, called a "wookie," who is first mate on the spaceship, Milennium Falcon, in the same 2 movies.

Darth Vader: The larger-than-life villain of *Star Wars* and *The Empire Strikes Back*.

Yoda: The beguiling little 900-year-old Jedi master who helps Luke Skywalker.

Ming, the Merciless: The wicked space king who makes Flash Gordon's life constantly perilous.

Martians: Tripedal war machines which seem alive. They supposedly invaded Earth in the H.G. Wells story, *War of the Worlds*.

Superman: The space hero from the planet Krypton who fights the forces of evil disguised as newspaper reporter Clark Kent.

The Sandworm: Enormous animal species from the planet Dune with a maw hundreds of yards across. It feeds upon sand vehicles and, of course, their drivers.

Since this is an area of great interest to most children these days, they will need very little motivation to take part in activities involving their space heroes. Getting them started and having books and materials for them to use is about all that will be necessary.

Books That Will Be Helpful

Aylesworth, Thomas. *Who's Out There? The Search for Extraterrestrial Life*. New York: McGraw-Hill Book Co., 1975.
Information about life which may exist in other parts of the universe. Grades 5–7.

Eisler, Steven. *Space Wars—Worlds and Weapons*. New York: Crescent Books, 1979.
A collection of imaginative worlds of the future, with strange creatures, cities, and machines strikingly illustrated. Space buffs will love this one. Excellent resource materials. Grades 4–9.

Moche, Dinah L. *The Star Wars Question and Answer Book about Space*. New York: Random House, 1979.
Many questions young people ask about space are answered in this book in a simple, straightforward style. Colorfully illustrated. Grades 3–6.

Simon, Seymour. *Space Monsters*. New York: McGraw-Hill Book Co., 1978.
Includes favorite aliens, from Martians and evil robots to Mr. Spock of *Star Trek*, along with many photographs. Grades 3–6.

Thorne, Ian. *UFO'S*. Milwaukee, WI: Crestwood House, Inc., 1978.
A book that explores the possibility that we may not be alone in the universe and recounts sightings of UFOs as evidence that someone may be out there. Grades 2–6.

New books on space are coming out every day, and, in planning the reading program, material should be kept as up-to-date as possible.

Media Resources

Audiovisual Packets

CASSETTE AND BOOK

Aladdin and the Wonderful Lamp (Sound recording). Society for Visual Education, 1978, 1 cassette with illustrated book. Grades 1–6.

Gulliver's Travels (Sound recording). Society for Visual Education, 1978, 1 cassette with illustrated book. Grades 1–6.

Lollipop Dragon Series. (Sound recording). Society for Visual Education, 1975, 1 cassette with illustrated book. Grades K–3.

Monster Series. (Sound recording). Crestwood House, 1980, 1 cassette with illustrated book. Grades 1–6. (Titles include *Godzilla, Dracula, King Kong, Frankenstein, Mad Scientists*, and *The Wolf Man*.)

RECORD AND BOOK

David and Goliath (Sound recording). Golden Press, 1970, 1 disc, 33⅓ stereo, with illustrated book. Grades K–5.

Moby Dick (Sound recording). King Features Syndicate, 1980, 1 disc, 33⅓ stereo, with comic book. Grades 3–6.

Rumplestiltskin (Sound recording). Golden Press, 1979, 1 disc, 33⅓ stereo, with illustrated book. Grades 1–3.

Spiderman (Sound recording). National Periodicals, Inc. 1979, 1 disc, 33⅓ stereo, with hardcover comic book. Grades 1–6. (Others in series include *Batman, Star Trek,* Vols. I and II, *Superman, Wonder Woman,* and *Space,* Vols. I and II).

Superheroes Series (Sound recording). Marvel Comics, Inc., 1979, 1 disc, 33⅓ stereo, with hardcover comic book. Grades 1–6. (Titles in series include *Fantastic Four, Spiderman, The Hulk, Captain America, Planet of the Apes,* and others).

20,000 Leagues under the Sea (Sound recording). Golden Press, 1980, 1 disc, 33⅓ stereo, with illustrated book. Grades 2–6.

16 mm Films

Many of the films listed below are available either through your public library, or they can be booked through the library system. Although these films were selected for viewing by elementary grade students, it is always wise to preview the films you have selected before actual presentation to make certain they are suitable for your particular group of children. As a guide to film selection, each title has been coded with the appropriate monster theme as follows:

P =prehistoric monsters

F =folk and legendary monsters

L =literary, film, and television monsters

M =mysterious monsters

T =true life monsters

S =space monsters

Abbott and Costello Meet Dr. Jekyll and Mr. Hyde, Abbott and Costello Meet Frankenstein, and *Abbott and Costello Meet the Mummy.* Blackhawk, 1953, 10 min., sd., b/w.
Slapstick comedy. (L)

The Apes. Filmfair, 1976, 12 min., sd., col.
A close look at the lives of the ape family, including the gibbon chimp, orangutan, and gorilla. (T)

The Beast of Monsieur Racine. Weston Woods, 1975, 9 min., sd., col.
Animated illustrations from the book by Tomi Ungerer which tells the story of a retired tax collector who makes friends with a beast. (L)

Beware, Beware, My Beauty Fair. National Film Board of Canada, 1973, 29 min., sd., col.
An amateur theatrical group is rehearsing a performance of "Beauty and the Beast," while the lesson of the play is being acted out backstage in real life. (L)

Bride of Frankenstein. Blackhawk, 1936, 8 min., sd., b/w.
A fanatical pair of scientists create a bride for their monster. Included in the cast are Boris Karloff and Elsa Lanchester. (L)

David and Goliath. Pyramid, 1973, 14 min., sd., col.
Animated version of the Biblical tale, with beautiful art work. (F,L)

The Dinosaur Age. BFA Educational Media, 1958, 14 min., sd., col.
Describes work of paleontologists in discovering, uncovering, and transporting fossil remains to museum for reconstruction. (P)

Dinosaur Hunters. British Broadcasting Corporation—Time-Life Films, 1971, 50 min., sd., col.
An overview of the work paleontologists do, this film uses techniques of animation, personal interviews, and live action. (P)

Dracula. Blackhawk, 1953, 9 min., sd., b/w.
Bela Lugosi as Dracula stalks his victim through the London fog. (L)

The Dragon of Komodo. Les Productions des Dragon, 1969, 19 min., sd., col.
A record of the giant lizard filmed on the desert island of Komodo in the Malay Archipelago. (T,M)

Dragon over the Hill. Short Film Studios, Czechoslovakia, 1976, 8 min., sd., col.
Animated story of 2 blacksmiths whose workshops are destroyed by a dragon. When they seek revenge, they all become friends. (L)

The Dragon's Tears. John Korty, 1969, 6 min., sd., col.
Robert Morse tells the story of a fearless little boy who invites a dragon to his birthday party. (L)

Frankenstein and *Frankenstein Meets the Wolf Man*. Blackhawk, 1953, 9 min., sd., b/w.
Both films deal with the monster created by the scientist Frankenstein. (L)

From the Face of the Earth. BFA, 1970, 16 min., sd., col.
Set in the year 2020, this science fiction is intended to dramatize the effects people's concern, or lack of it, may have on future generations. (M,T,S)

The Gallant Little Tailor. Lotte Reiniger, 1956, 10 min., sd., b/w.
Animated silhouette cutouts are used to tell the story of the little tailor who could kill "seven at one blow." (L)

The Hunchback of Notre Dame. Universal Pictures, 1923, 90 min., sd., b/w.
The story of the love of a grotesquely ugly hunchback for 2 people. Recommended for older children, since some of the scenes are quite graphic. (L,F)

Illustrations for the Odyssey. E.E.A. Kraft, 1966, 11 min., sd., col.
Children, ages 10 to 15 years, draw illustrations for Homer's work which reveal the personal viewpoints of the artists. (L,F)

In Search of Ancient Mysteries. Xerox, 1974, 52 min., sd., col.
Explores the specific evidence that technological and scientific knowledge was at work on Earth during prehistoric times. (P,M)

Jack and the Beanstalk. Lotte Reiniger, 1959, 12 min., sd., col.
The familiar story told through silhouette cutouts. (L)

The Judge. Miller Brody, 1976, 5 min., sd., col.
Based on the book by Harve Zemach, this is the story of people who were put in jail for telling the truth—that a monster was coming. (L)

The Legend of John Henry. Nick Bosustow and David Adams, 1974, 11 min., sd., col.
Roberta Flack sings the song about the American folk hero while animated figures illustrate the story. Rhythmic, appealing to older youth. (F,L)

The Legend of Sleepy Hollow. Disney, 1974, 20 min., sd., col.
The delightful Disney version of Washington Irving's well-known tale. (F,L)

The Legend of the Cruel Giant. Soyuzmultfilm Studio, Moscow, 1971, 11 min., sd., col.
A 3-dimensional animated puppet film in which a cruel, destructive giant is tricked back into a bottle. (L)

Leopold, the See-Through Crumbpicker. Firebird Films, 1971, 9 min., sd., col.
Animated drawings tell of an invisible creature who eats everything in sight and how the love of a little girl makes him visible. (L)

A Lost World. Encyclopedia Britannica Educational Corporation, 1948, 12 min., sd., b/w.
Full-scale models of prehistoric animals reenact the story, including a battle between 2 monsters that ends with a forest fire. (P)

Man, Monsters and Mysteries. Walt Disney, 1973, 25 min., sd., col.
Animation, still photographs, and newsreels portray ancient legends and writings about the Loch Ness monster and how scientists are trying to solve the riddle. (M,T)

Moby Dick. Jerry Winters, 1954, 30 min., sd., col.
A condensation of the novel which tells of the fanatic search of Captain Ahab for the great white whale. (L)

The Monster. Centron, 1976, 15 min., sd., col.
An exploration of the Loch Ness monster phenomenon with eyewitness reports, interviews with nearby residents, and photographic documentation. (M)

Octopus (The Undersea World of Jacques Cousteau Series). Metromedia Producers Corporation, 1977, 22 min., sd., col.
Life-style of the small Mediterranean octopus, photographed by Cousteau and his underwater divers. Narrated by Rod Serling. (M,T)

Pantomimes of Marcel Marceau. George K. Arthur, 1955, 13 min., sd., col.
Three pantomimes, one of which is the story of David and Goliath. (F,L)

Paul Bunyan. Walt Disney, 1974, 17 min., sd., col.
The legend of the great logger, together with his partner Babe, the Blue Ox. (F,L)

The Practical Princess. Parents' Magazine Films, 1973, 20 min., sd., col.
A princess with common sense outwits a dragon and the machinations of a wicked lord who wants to marry her. She frees herself and the handsome prince from prison. Narrated by Tammy Grimes. (L)

The Princess and the Dragon. Film Polski, Warsaw, 1949, 10 min., sd., b/w.
The story of a mythical dragon who comes from its cave to destroy a village. All the young princes try to slay it to win the hand of the princess. Puppets are featured in the film.

Rapunzel. Bailey Films, 1958, 11 min., sd., col.
The familiar old fairy tale reenacted by the Ray Harryhausen puppets. (L)

S.O.S. Galapagos. UNESCO, 1965, 17 min., sd., col.
Views of the exotic creatures of this endangered island are shown, as the project being jointly undertaken by UNESCO, the government of Ecuador, and the Charles Darwin Foundation to save them gains momentum. (M,T)

Sea Creatures. Phoenix, 1974, 12 min., sd., col.
Eerie underwater creatures in natural settings juxtaposed with sounds of human and machine activities form the basis for this clever and comic film. (M,T)

Shark! LCA, 1975, 29 min., sd., col.
Entertaining and exciting documentary about the great white shark. Filmed by *Jaws* creator Peter Benchley. (T)

The Sorcerer's Apprentice. Weston Woods, 1964, 14 min., sd., col.
A dancer interprets the story as the tone poem by Paul Dukas is played by the orchestra. (F,L)

Winter of the Witch. LCA, 1970, 25 min., col.
A young boy and his mother meet a rather pathetic old witch, and they become friends. Hermione Gingold is the witch and Burgess Meredith narrates. (L)

Books to Help in Planning Activities

Although the following books are usually shelved with the juvenile books, most of them can be used by adults to get ideas for the monster program. They can be used quite effectively by young teachers and library aides who still need training and experience in locating resources for making a program interesting.

Briggs, Katherine. *Abbey Lubbers, Banshees & Boggarts*. New York: Pantheon Books, 1979.
An encyclopedia of whimsical imaginary creatures encountered in many monster stories. Excellent resource for planning. Grades 6–8.

Cave, Peter L. *500 Games*. New York: Grosset & Dunlap, 1980.
Every game you can think of for almost any situation. Many of them can be easily adapted to the monster theme. Grades 4–8.

Cox, Marcia Lynn. *Make-up Monsters*. New York: Grossett & Dunlap, 1976.
An easy-to-follow book for turning yourself into a monster, using only materials that can be found around the house. Step-by-step make-up guide. Grades 3–6.

Emberley, Michael. *Dinosaurs!* Boston, MA: Little, Brown & Co., Inc., 1980.
Basic information about names, pronunciations, sizes, etc. of monsters, along with step-by-step instructions for drawing many types of prehistoric monsters. Grades 3–6.

Gates, Frieda. *Easy to Make Costumes.* New York: Harvey House Publishers, 1978.
Simple instructions for making a wide variety of costumes with materials readily found around the house. Encourages creative "adding-on" to change basic designs. Grades 2–6.

Kalina, Sigmund. *How to Make a Dinosaur.* New York: Lothrop, Lee & Shepard Books, 1976.
Instructions for making the stegosaurus, the brontosaurus, and the tyrannosaurus rex with paint and papier-mâché over reinforced styrofoam. Patterns plus step-by-step instructions are given that can also be adapted to make other prehistoric animals. Grades 4–9.

Tallarico, Tony. *Star Jokes.* New York: Grosset & Dunlap, 1978.
A really wild book filled with all kinds of jokes, puzzles, crazy ideas—you name it. Good resource book for space jokes. Grades 4–7.

Tester, Sylvia Root. *What is a Monster?* New York: Children's Press, 1979.
Starting with the dictionary meaning, this book goes on to explain monsters, using an easy-to-read, simple style, even dealing with the "monster" that lives inside each of us. Good for building the concept that "ugly" does not necessarily mean "evil." Grades 1–4.

Watson, Jane Werner, and Chaneles, Sol. *The Golden Book of the Mysterious.* New York: Golden Press, 1976.
One section of this book deals with mysterious monsters of yesterday and today. Excellent illustrations. Grades 4–9.

Yerian, Cameron, and Yerian, Margaret. *Fun Time Plays and Special Effects.* Chicago, IL: Children's Press, 1975.
Tips on writing your own play, with an example, "Something Monsterous," which could be used in this program. One section on scenery, props, special effects, etc. includes ideas for making monster costumes. Grades 4–6.

Inexpensive Books and Materials

Limits on funding, rather than the limits of imagination, usually determine the depth and range of a reading program. Quite often, there is very little money in the library for such a program, although groups like Friends of the Library and the Parent Teacher Association can sometimes provide financial assistance. Likewise, schools often don't have money for the extra resources and materials for such a specialized class. In most instances, librarians and teachers will have to rely on suggested aids if they want to keep costs to a minimum.

For example, inexpensive paperback books with costume and craft patterns or ideas for puzzles and games can be found at large

bookstores and toy stores. Scholastic Book Services offers many books of this type at reasonable prices, including:

Cornell, James. *Mythical Monsters.* New York: Scholastic Book Services, 1973.
A picture book of all kinds of creatures from the distant past until today. Amusing line drawings.

Dynamite. New York: Scholastic Magazines, Inc.
A periodical geared to 8- to 12-year-olds, which often publishes stories about monsters, as well as puzzles, games, and articles of interest to this age group. For example, no. 63 is a special science fiction issue.

Dynamite Books. *Count Morbida's Fang-Tastic Activity Book,* 1979.
Every kind of wild, far-out activity the Count can dream up. Fun for you and the kids.

Other inexpensive materials are:

Jack and Jill. Indianapolis, IN: Children's Health Publications, October 1980.
Has a good cover picture of Yoda and a short article about *Star Wars.*

Johnson, Fridolf. *Mythical Beasts Coloring Book.* New York: Dover Publications, Inc., 1976.
Thirty authentic drawings of fabled creatures in black-and-white for coloring. Excellent to reproduce for younger participants to color as an achievement. Also good for the monster mural, decorations, etc.

Webster, Ned. *Marvel's Clobberin' Time.* New York: Grosset & Dunlap, 1977.
A book of "spaced-out" crossword puzzles for real space aficionados. Too difficult for the beginner but a challenge to older participants.

Whyte, Malcolm, ed. *Gnomes Funbook.* San Francisco, CA: Troubador Press, 1976.
All kinds of gnome fun, from jokes and riddles, games, optical illusions, pages to color, and puzzles to patterns for bookmarks. Very useful with the gnome fans among the reading club participants.

Books to Share at Storytime

Most of these books were selected with the lower elementary grades in mind, since fourth, fifth, and sixth graders prefer having a story told outright without the book or want to read it on their own. Those marked with an asterisk (*) have been shared successfully with Grades 4–6.

Balian, Lorna. *Leprechauns Never Lie.* Nashville, TN: Abingdon Press, 1980. Grades K–3.

Blassingame, Wyatt. *Paul Bunyan Fights the Monster Plants.** American Folktale Series, Westport, CT: Garrard Publishing Co., 1974. Grades 2–5.

Bunting, Eve. *Terrible Things.* New York: Harper & Row Publishers, Inc., 1980. Grades K–3.

Cushman, Doug. *Giants*. Deluxe Illustrated Series. New York: Platt and Munk Publishers, 1980. Grades preschool–3.

de Leeuw, Adels. *John Henry, Steel-Drivin' Man.** American Folktale Series, Westport, CT: Garrard Publishing Co., 1974. Grades 2–5.

Hanson, Joan. *The Monster's Nose Was Cold*. Minneapolis, MN: Carolrhoda Books, Inc., 1971. Grades K–3.

Hurd, Edith T. *Dinosaur, My Darling*. New York: Harper & Row Publishers, Inc., 1978. Grades preschool–3.

Kent, Jack. *There's No Such Thing as a Dragon.** Golden Look-Look Series. New York: Golden Press, 1975. Grades preschool–3.

Lindgren, Astrid. *The Tomten and the Fox.** New York: Coward, McCann & Geoghegan, Inc., 1965. Grades K–3.

Mayer, Marianna. *Beauty and the Beast.** New York: Four Winds, 1978. Grades 3–6.

Mayer, Mercer. *Little Monster Series.** Golden Look-Look Books. New York: Golden Press, 1978. Grades preschool–3.

———. *Professor Wormbog In the Zipperump-a-Zoo*. New York: Golden Press, 1976. Grades K–5.

———. *There's a Nightmare In My Closet.** New York: Dial Press, 1976. Grades K–3.

Most, Bernard. *If the Dinosaurs Came Back*. New York: Harcourt Brace Jovanovich, Inc., 1978. Grades preschool–2.

Pavey, Peter. *One Dragon's Dream*. Scarsdale, NY: Bradbury Press, 1979. Grades preschool–2.

Sendak, Maurice. *Where the Wild Things Are.** (Sound recording also available, performed by Tammy Grimes, Caedmon Records) New York: Harper & Row Publishers, Inc., 1963. Grades K–3.

Serraillier, Ian. *Suppose You Met a Witch*. Boston, MA: Little, Brown & Co., 1973. Grades K–8.

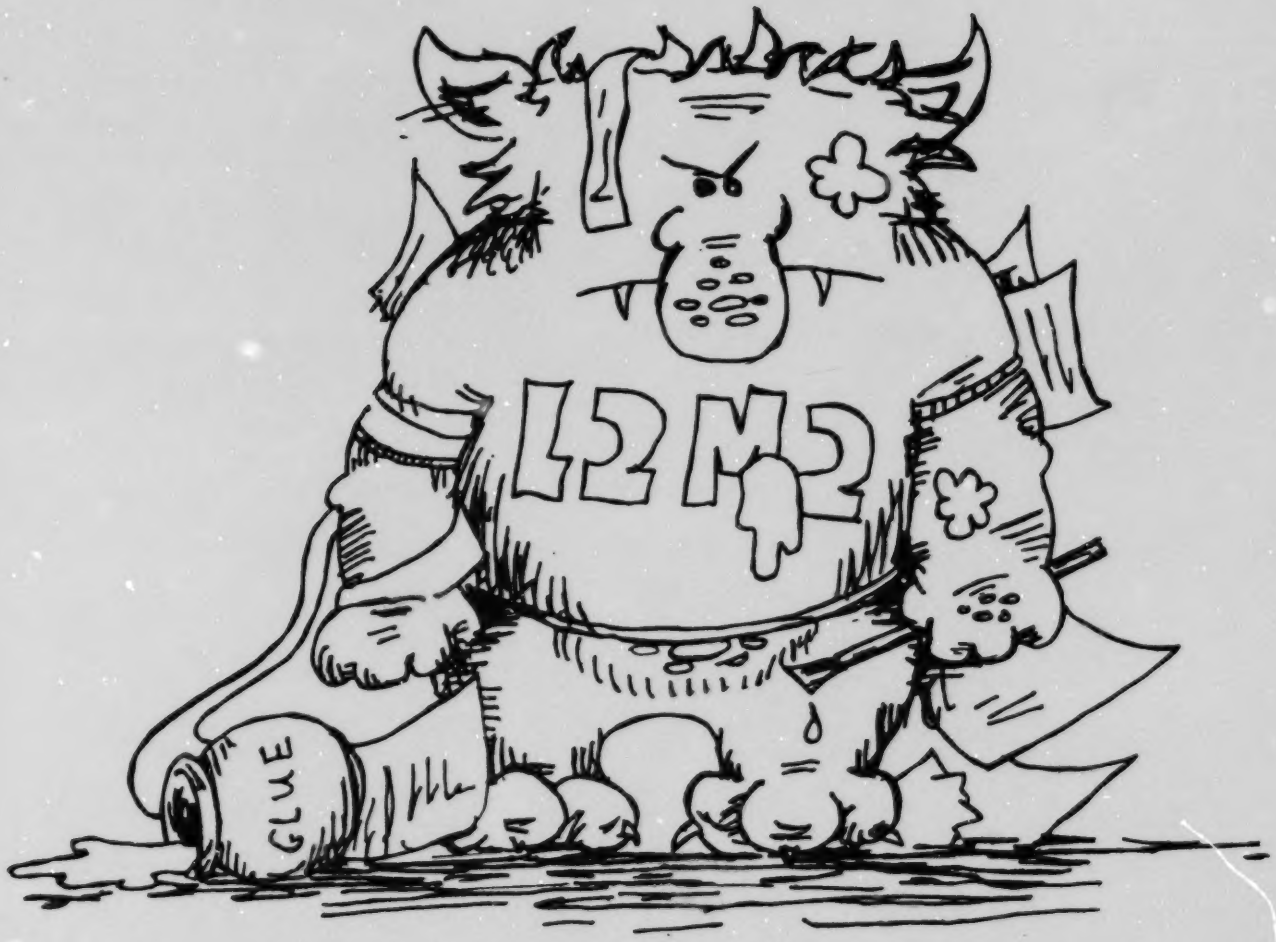
Stone, Jan. *The Monster at the End of this Book*. New York: Golden Press, 1976. Grades K–2.

Thayer, Jane. *The Popcorn Dragon*. New York: William Morrow & Co., 1953. Grades preschool–3.

Torgerson, Don Arthur. *The Troll Who Lived in the Lake*. Chicago, IL: Children's Press, 1978. Grades K–4.

Troughton, Joanne. *Sir Gawain and the Loathly Damsel.** Milwaukee, WI: Raintree Children Books, 1979. Grades K–5.

Activities



Before You Start

Children enjoy *doing* things. They like to be able to show off work that is the result of their talents, skills, or diligent effort. They also like to keep a tangible record of progress they have made, either alone or as part of a group.

This section contains program activity ideas that are fun but which are designed to encourage more reading on the subject of monsters. The Monster Meter is a method of keeping a record of the work done.

Some of the pages from this book can be reproduced and perhaps folded together to form a manual. Completing the work on the pages can count as the ninth achievement for advancement on the Monster Meter.

In keeping a count of "Books I Have Read," the child may use any of the suggested books in the bibliographies or others that apply to the subject.

Monster Meter

Included on page 33 is a diagram of a Monster Meter you can build. Each child can receive a Monster Meter to record his/her progress in the program. There are 10 squares in ascending order, and, as each of the 10 required items for the program is finished, the child may attach a picture of a monster to that square. The top will be reached, the program completed, and the bell rung when all 10 achievements are finished. A suggested list of accomplishments might be to:

1. Read, or have read to you, 2 books from each of the 6 monster categories.

   Share many books from the library's collection and encourage children to read more than the required 10. Have a time for giving short reviews of books read that were particularly good or perhaps not so good.

2. Add to the composite monster, draw part of the monster mural, or contribute to the "Critter Collage."

   Before the first day of the program, construct a frame of wood or rolled-up newspapers that can be converted into a large, stand-up monster. As the children come in each day, they should be encouraged to bring something to add to the monster. After it has developed a shape and personality, have a contest to decide on a name for it. To make the collage, place a large sheet of butcher paper on the wall and give children time to create monsters of their own choosing, using cutouts and 3-dimensional items as the media. Similarly, the children could create a monster mural. As each category of monster is studied during the program, devote one section of the mural to it.

3. Make your own monster. This could be a doll, a puppet, a paper doll, a papier-mâché creation—whatever form the participant chooses.

Play mood music and let the children create monsters that are brought to mind by it. Some suggestions for music: "In the Hall of the Mountain King" from the *Peer Gynt Suite* by Edward Grieg; *Danse Macabre* by Camille Saint-Saens; "The Storm" from the *William Tell Overture* by Rossini; the "Wolf Theme" from *Peter and the Wolf* by Peter Tschaikowsky; the theme music from the movie *Jaws;* and others.

4. Compose a parody or write a poem, a story, or a play.

   Written monster verses sung to familiar tunes, such as the ones appearing later in this manual, are easy and fun to do as a group project. The best of these efforts can be compiled into a monster magazine at the close of the program.

5. Take part in a play, a pantomime, or a puppet show.

   The monster theme lends itself well to all varieties of puppets, but paper-bag puppets are easiest to make.

6. Design a bookmark, using the monster theme.

   Slogan ideas: "Read Like a Fiend," "Libraries Are Monstrously Fine," "Take a Giant Step—Read!"

7. Make a diorama (peep show) or collage to illustrate your favorite monster book.

   Make a diorama by cutting a peephole in a shoebox or other small box. Have the children design the inside of the box to illustrate the types of backgrounds in which the various kinds of monsters were apt to appear.

8. Tell the group about your favorite monster.

9. Complete your monster manual.

10. Attend at least half of the sessions of the reading program.

    For younger children, easier achievements could be required, such as coloring a picture or working an easy puzzle. Also, 2 steps could be given for one achievement. A balance should always be kept between having fun and acquiring knowledge, and, if frustration begins to show, a bit of easing up would be in order.

    A large group Monster Meter might be placed in a conspicuous spot in the children's area, and, as each child advances, a representative monster (which could be an original work) could be placed in the big square.

    Note: A limit to the amount of advancement per week might be a good idea, since some precocious young patrons could finish the entire meter in a couple of days.

The Monster Meter

OTHER IDEAS

Discuss old sayings, such as "Beauty is only skin deep" and "Pretty is as pretty does." Try to introduce the concept of inner as well as outer beauty. Use such stories as "Beauty and the Beast" and "The Hunchback of Notre Dame" to emphasize this point.

Play games, either those suggested in this book or others. Some outdoor activities are desirable, if the weather permits.

Schedule, from the list in this manual, at least one movie a week.

If the group is not too large, field trips to the museum would be valuable. Also, experts in the field of paleontology might come to the school or library and present a slide show or just speak to the group about their work. Storytellers skilled in folklore would be a valuable resource for the program.

Pass out manila folders to the children to hold their various puzzles, activity sheets, reading lists, etc. They could decorate the folders as part of a contest or a Monster Meter activity.

Good Reading on Your Own

Baum, L. Frank. *The Wizard of Oz* (and other books in the Oz series). New York: Golden Press, 1975. Grades 3–up.

Blair, Ruth Van Ness. *Mary's Monster*. Minneapolis, MN: Early Childhood Book, 1971. Grades preschool–2.

Bulla, Clyde Robert. *My Friend, the Monster*. New York: Harper & Row Publishers, Inc., 1980. Grades 2–5.

Carrick, Malcolm. *I Can Squash Elephants (A Masai Tale about Monsters)*. New York: Viking Press, Inc., 1978. Grades K–3.

Corcoran, Mark, illus. *Star Wars: The Mystery of the Rebellious Robot*. New York: Random House, Inc., 1979. Grades 2–5.

Cunliffe, John. *Sara's Giant and the Upside Down House*. New York: Andre Deutsch, 1980. Grades preschool–2.

D'Aulaire, Ingri. *D'Aulaire's Book of Greek Myths*. New York: Doubleday & Co., 1962. Grades 1–6.

Place, Marian T. *The Boy Who Saw Bigfoot*. New York: Dodd, Mead & Co., 1979. Grades 3–up.

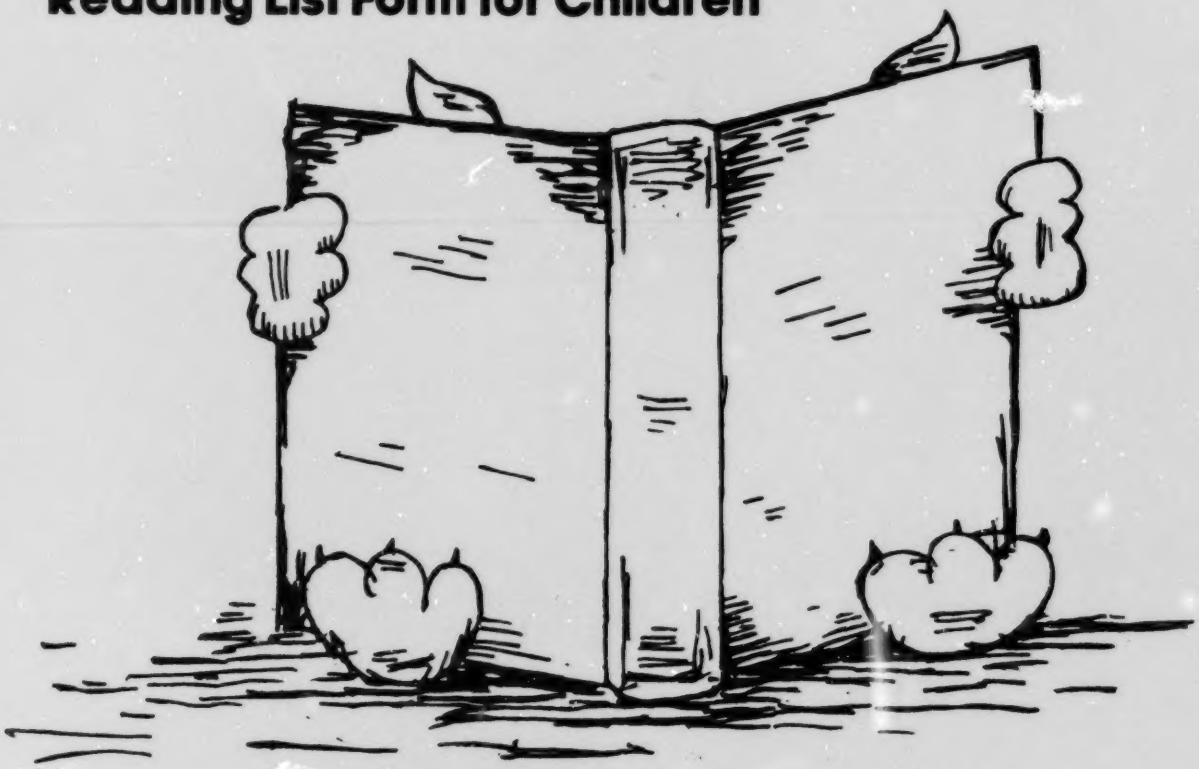
The Princess Book. New York: Rand McNally & Co., 1974. Grades 3–7.

Raskin, Ellen. *Franklin Stein*. New York: Athenium Publishers, 1979. Grades K–3.

Sendak, Jack. *The Second Witch*. New York: Harper & Row Publishers, Inc., 1965. Grades 4–up.

Wahl, Jan. *SOS Bobomobile*. New York: Dell Publishing Co., Inc., 1976. Grades 2–6.

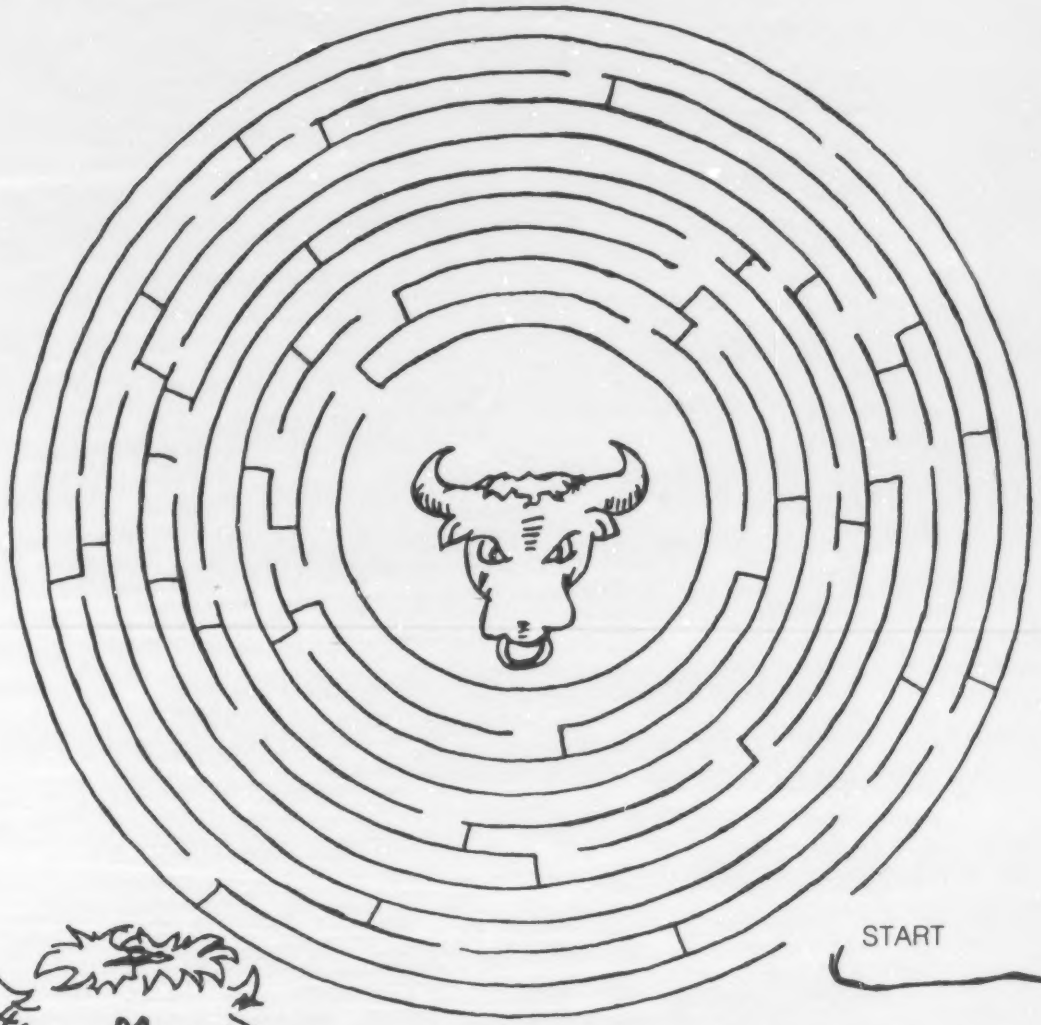
Reading List Form for Children



Books I Have Read

Signed, _____
Your name

L2M2 and the Minotaur Maze



L2M2 has never met the Minotaur. He knows he lives in the center of a maze, and wants to go in to see him. He also wants to be sure he can get *out*. See if you can find the way to the Minotaur by unwinding L2M2's ball of twine through the maze.

Answer on page 65.

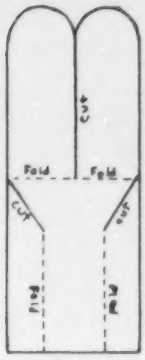
The Mixed-Up Multiple Monster

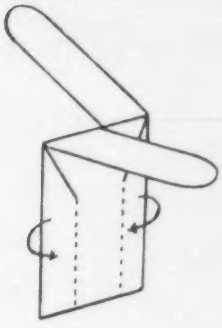
Somehow, the parts of 13 different animals got all confused and ended up as one very mixed-up monster. See if you can identify the different parts and write them on the blank. Then, see if you can draw a mixed-up multiple monster of your own.

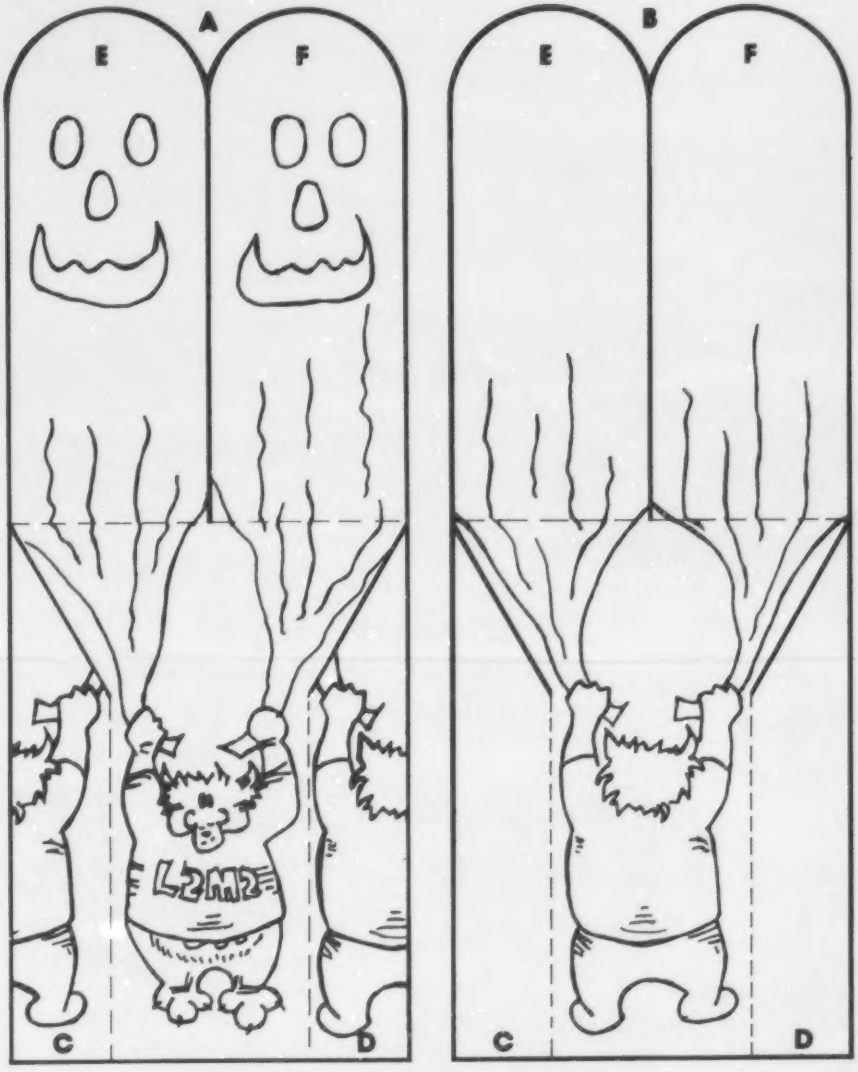
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Answers on page 65.

L2M2's Leap for Life





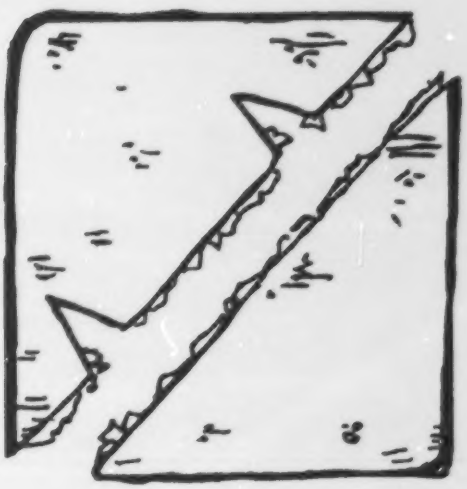


1. Cut out parts A and B on heavy lines, as shown.
2. Color in bright colors.
3. Paste parts A and B together.
4. Fold side flaps (C and D) back; paste.
5. Fold wings (E and F) forward and backward.
6. Hold over head and drop. L2M2 will spin giddily to the ground. Add a paper clip for weight if needed.

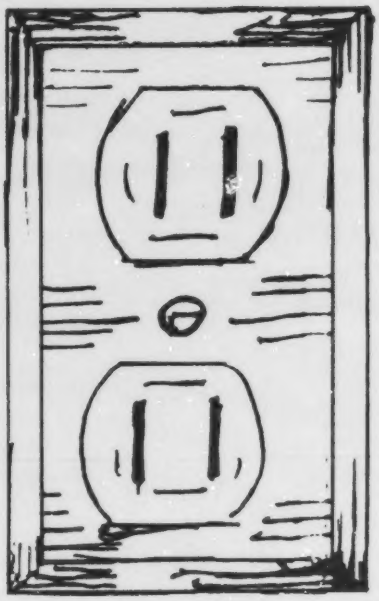
Monster Mentionables

These are things you might find around a monster's house.

What are they?



1.



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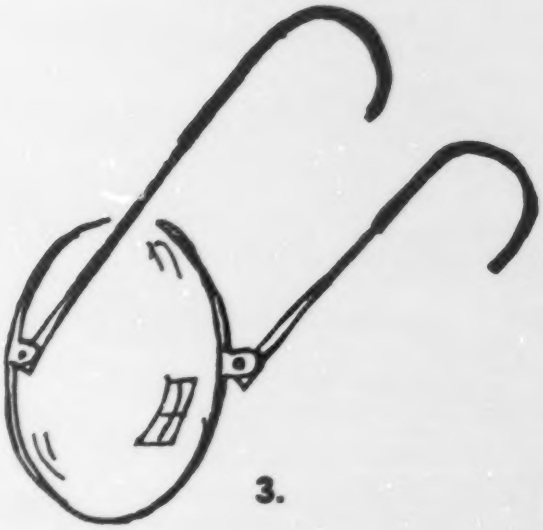

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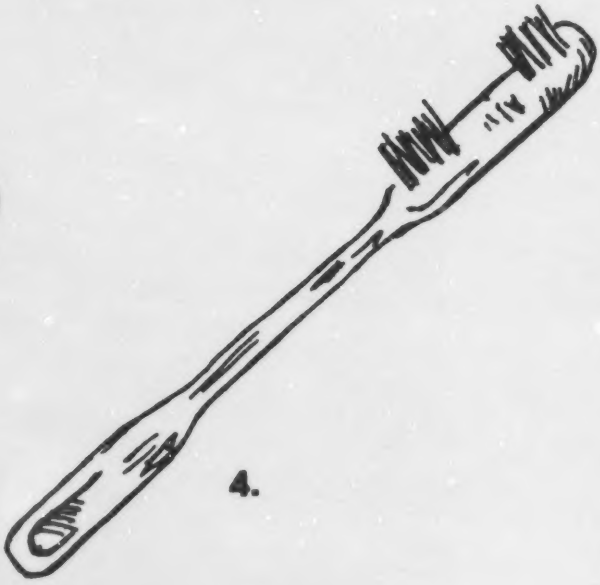
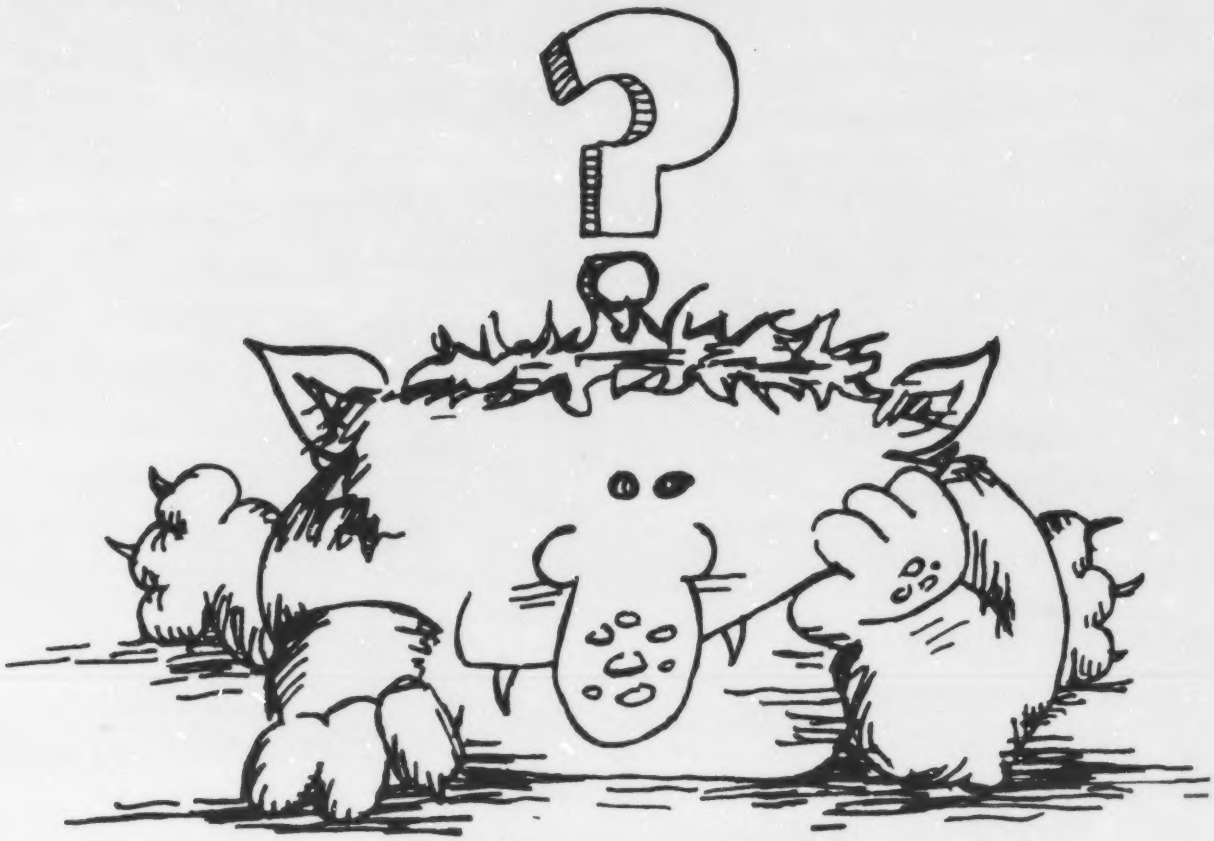


4.

Answers on page 65.

Monstrous Riddles for You to Solve



1. Where do monsters sail their boats?
2. Why is the cemetery gate locked at night?
3. What game is the favorite of all monster children?
4. What is the monster's favorite holiday?
5. Who are the best authors to write books for monsters?
6. What did the boy monster say to the girl monster?
7. Where do vampires keep their fortunes?
8. How do monsters know what is going to happen in the future?
9. Why do monsters run around together?
10. What is the monster child's favorite drink?
11. What does the werewolf put on just before sitting on the beach?

12. How do witches keep their hairdos in place?

13. What do you call hippie ghosts?

14. What is the monster navy called?

15. What does the monster's canary say on Halloween?

16. What would you get if you crossed a gorilla and a computer?

Answers on page 65.

Riddle Sources

Glovach, Linda, and Keller, Charles. *The Little Witch Presents a Monster Joke Book*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.
Over 100 riddles and jokes, some spooky and scary, and all about monsters of one kind or another. Grades 3–6.

Ross, Dave. *Mummy Madness*. New York: Watts, Franklin, Inc., 1979.
A funny book about mummies, including jokes, riddles, games, and even a bit of information. Grades 3–6.

Sarnoff, Jane, and Ruffins, Reynold. *Giants! A Riddle Book*. New York: Charles Scribner's Sons, 1977.
Riddles about giants eating, sleeping, going to school, working, dressing, and doing all the things that giants normally do. Grades 2–6.

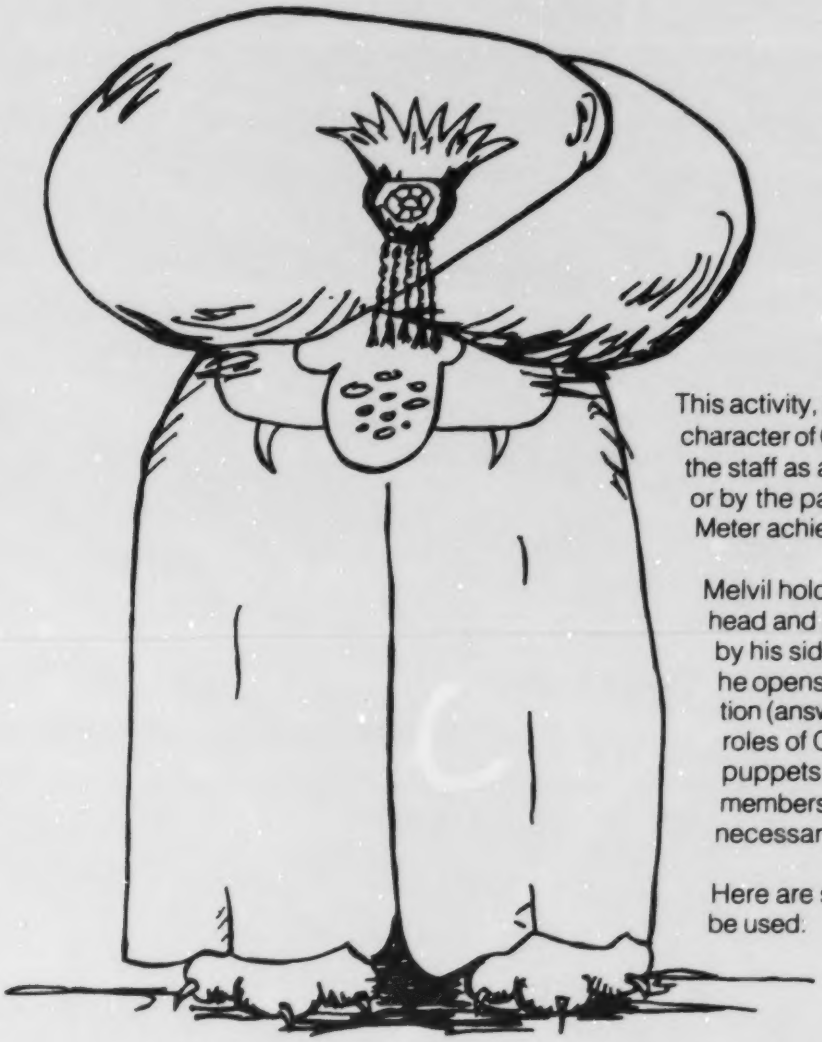
———. *The Monster Riddle Book* (Rev. Ed.). New York: Charles Scribner's Sons, 1978.
A lighthearted look at every aspect of monster life: riddles about vampires, witches, mummies, werewolves, ghosts, ghouls, goblins, and other assorted monsters. Grades 2–6.

Wakefield, Joyce. *Ask a Silly Question*. Chicago, IL: Children's Press, 1979.
Some really funny riddles that will tickle kids of all ages. Grades 1–6.

One device that has been used successfully by children's librarians and could be equally successful with teachers is to have a regular riddle time at the close of one of the sessions each week. For giving the right answer to a riddle, a child is rewarded with some small "prize" like a piece of bubble gum (sugarless) or a balloon.

At the last session, hold a "Stump the Expert" event when it is the children's turn to ask the librarian or teacher riddles. Each child who can ask a riddle the librarian or teacher cannot answer gets a reward of some kind. The circulation of all riddle books will rise drastically as the children search for answers to riddles they will be asked and, at the same time, look for very unusual and difficult ones that will "stump" the librarian. School personnel will notice an increase in initiative, interest in outside reading, and improved research skills as students hunt down riddle books designed to baffle their teachers.

Melvil, The Magnificent!



This activity, based on Johnny Carson's character of Carnac, can be presented by the staff as a program to entertain the children or by the participants as one of their Monster Meter achievements.

Melvil holds a sealed envelope to his forehead and gives the answer, which is repeated by his sidekick and/or the audience. Then, he opens the envelope and gives the question (answer). Staff members could play the roles of Carnac and his sidekick, or L_2M_2 puppets could be used. Parents or staff members are usually happy to make any necessary costumes or puppets.

Here are some good riddles that could be used.

Answer: The.
Question: What is the middle name of Smokey the Bear?

Answer: Minimum.
Question: What would you call a mother pygmy?

Answer: Eagle, sparrow, and robin.
Question: Name 2 birds and Batman's friend.

Important tip: Don't go on with this for too long. Stop while audience is still wanting more. More answers and questions can be found in the book *Mind Your A's and Q's* by Jack Stokes (New York: Doubleday & Co., 1980).

L2M2's Lift-Off

Have this competition in an open field near the library or school, if possible. Enlist the aid of volunteers if your staff is too small to have enough judges for the events.

Give prizes for:

- The Fanciest Kite
- The Plainest Kite
- The Most Imaginative Kite
- The Longest Flight

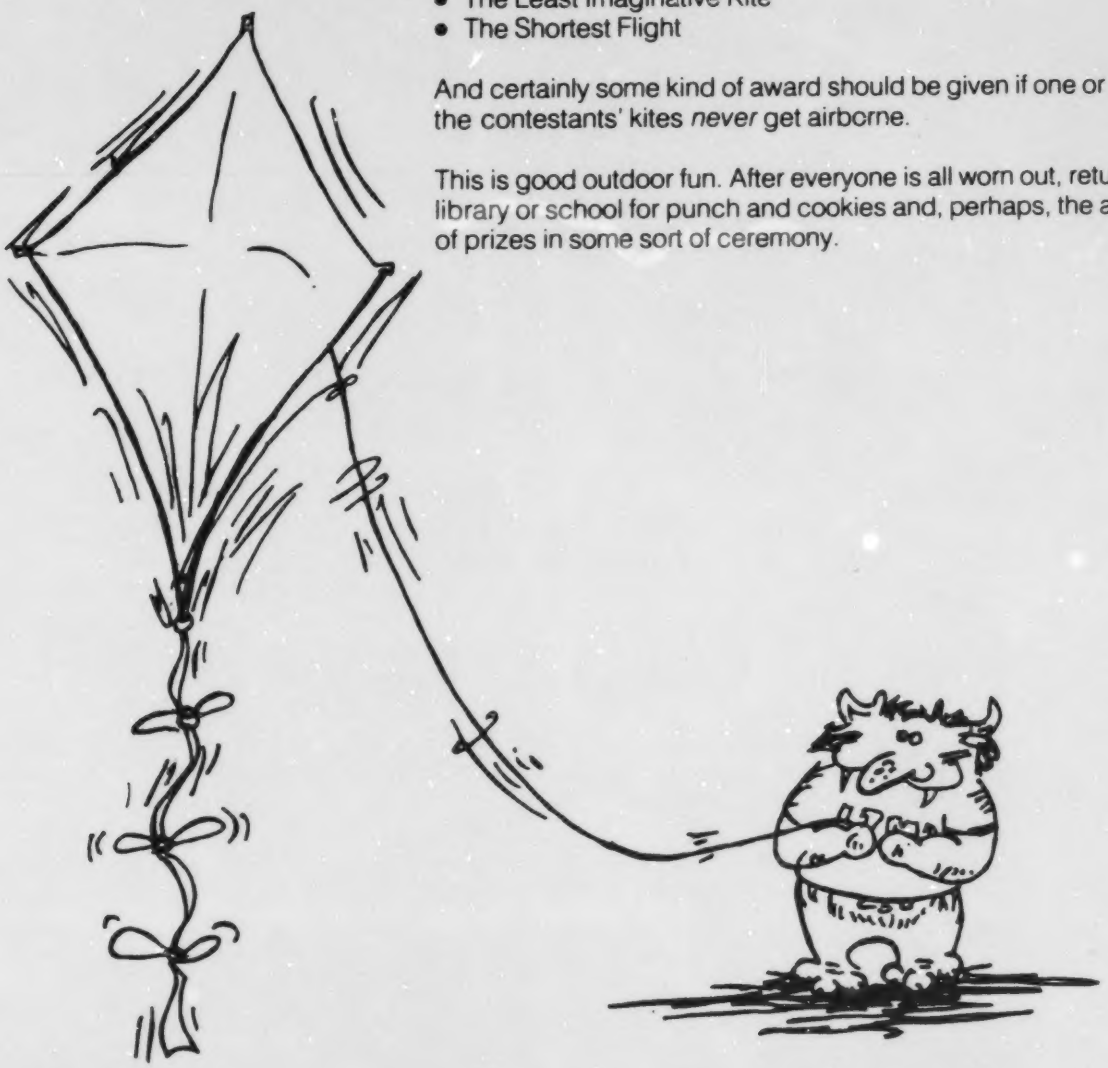
If your group is mature enough to be teased a bit without hurt feelings, booby prizes are fun to give.

Give booby prizes for:

- The Ugliest Kite
- The Least Imaginative Kite
- The Shortest Flight

And certainly some kind of award should be given if one or more of the contestants' kites *never* get airborne.

This is good outdoor fun. After everyone is all worn out, return to the library or school for punch and cookies and, perhaps, the awarding of prizes in some sort of ceremony.



Poetry

The monster theme lends itself quite well to the writing of poetry. A few good poems read aloud will usually motivate the children to write some original poetry. Limericks or other structured poetry might be a good place to start, since many children feel that poetry should rhyme. After some good rhyming verses have been written, go on to free verse which must have rhythm and flow, even though rhyming is not required. Start with classic rhymes which will be familiar to many of the children.

Fee, fi, fo, fum,
I smell the blood of an Englishman;
Be he alive or be he dead,
I'll grind his bones to make my bread!

From Ghoulies and Ghosties
Long-leggety Beasties
and THINGS
That go BUMP in the night
Good Lord, deliver us.

Double, double, toil, and trouble;
Fire burn and cauldron bubble.
Eye of newt and toe of frog,
Wool of bat, and tongue of dog,
Adder's fork, and blindworm's sting,
Lizard's leg and howlet's wing.
Double, double, toil and trouble;
Fire burn and cauldron bubble.
—from *Macbeth*

Go on to "The Jabberwocky" by Lewis Carroll. Some of the children with artistic talent may want to try to draw their versions of this creature. Read "Little Orphan Annie" by James Whitcomb Riley. An excellent hardcover edition which includes *The Gobble-Uns'll Git You Ef You Don't Watch Out,* with scary illustrations by Joel Schick, is available (New York: J.B. Lippincott Co., 1975).

Some good examples of limericks can be found in *The Big Book of Limericks* by Edward S. Mullins (New York: Platt & Munk, 1977).

Out dining, a young alligator,
When asked if he'd have coffee later,
    Just shook his large head
    And pleasantly said,
"I was planning on having the waiter."

Said an octopus fellow named Andy,
When asked if eight arms were unhandy,
"There are times, I suppose
As when buying my clothes,
But for waiting on tables, they're dandy."

Other good poems for reading aloud:

IF I HAD A BRONTOSAURUS

If I had a brontosaurus
I would name him Horace or Morris.
But if suddenly one day he had
A lot of little brontosauri—
I would change his name
To Laurie.

—Shel Silverstein

From *Where the Sidewalk Ends*. New York: Harper & Row Publishers, Inc., 1974.
Other good poems from this book: "Paul Bunyan," "The Unicorn," and "Me and My Giant."

Other anthologies recommended:

Brewton, John E. *In the Witch's Kitchen*. New York: Harper & Row Publishers, Inc., 1980.

Jacobs, Leland B., comp. *Poetry of Witches, Elves, and Goblins*. Champaign, IL: Garrard Publishing Co., 1970.

Kuskin, Karla. *Dogs & Dragons, Trees & Dreams*. New York: Harper & Row Publishers, Inc., 1980.

Werner, Jane, comp. *The Golden Book of Poetry*. New York: Golden Press, 1964.

Monster Munchies

Use these recipes for goodies to serve on special occasions or at the Wrap-Up.

Witch's Brew

2 cups of orange juice
1 cup of lemon juice
4 cups of apple cider
1 cup of sugar
(Mix all together, saying, "Bubble, bubble, toil and trouble.")
Add 2 cups of ginger ale and drink while it fizzes.

Hades Hash

1 cup of semi-sweet chocolate pieces
1 cup of crushed shredded wheat
1 cup of shredded coconut
½ cup of peanuts
Melt the chocolate in a double boiler and stir until smooth. Add all other ingredients. Drop by teaspoonfuls onto some waxed paper. Put into the refrigerator until chilled. Pig out!

Games to Play

Before You Start

Childen are enthusiastic game players. A person experienced in working with youngsters knows that turning a learning experience into a "game" is one of the quickest ways to attract the attention of the potential learner. A child will do a lot of reading to learn facts that will stump the other players in a game of "Twenty Questions" or to be able to identify the monsters quickly in "Monster Bingo."

Active games are useful as a change of pace. A few minutes of brisk competition will relax tired muscles and keep boredom from setting in. Also, team spirit is an excellent means of motivating reluctant readers to participate in the program.

The games suggested in this section are just a few of many excellent ones that would lend themselves well to the program. The children, themselves, will have some suggestions of favorites to play.

One note of caution: Never play any game too long. Always quit while enthusiasm is high. even though this may bring on a bit of protest from the participants.

Indoor Games

Monster Mix-Up

Give each child a piece of paper on which are written the names of monsters with the letters scrambled. Examples: gonk nikg—king kong; culaard—dracula, etc. At a signal, let the children try to unscramble the names. For younger children, this could be a puzzle to take home for help. It could also be used as a competitive group game with children working together on each name. The first group to call out the correct name scores a point, and the group with the most points at the end wins.

Another way to play this game as a group competition is to print the letters on large pieces of cardboard and hand out letters, one to a child. At a signal, they must come to the front of the room and arrange themselves in order "to spell" the name of the monster. This is not always a quiet game, however, since funny mix-ups *often* occur.

I'm Going to Transylvania

The children sit in a circle. The leader begins, "I'm going to Transylvania, and I'm going to take a shirt." (The leader's name is Shirley, so she takes something that begins with the letter "S.") Each child in the circle repeats the sentence and names something s/he is going to take. Those who know the game, or soon catch on (or just accidentally take the right thing), get to go to Transylvania, too. The second time around, other children will catch on, and, finally, as the game goes around the circle a fourth and a fifth time, only a few will still be mystified as to why they can't "go to Transylvania" with the rest.

Another way to play this game is that, on the first time around the circle, everyone may take anything s/he wants to Transylvania. The second time around, the leader, who may have taken an apple, will say, "When I get to Transylvania, I'm going to eat my apple." Regardless of what object the others have taken, they have to say, "When I get to Transylvania, I'm going to eat my shoes, or football, or whatever." Then, the second person will say something sensible s/he is going to do with whatever s/he has taken, and the others around the ring must do the same thing with whatever they took. It becomes a very funny game and is one in which everyone can participate.

Twenty Questions

The person, place, or thing selected by "It" must have to do with the monster theme. The others ask questions which can be answered "Yes" or "No." At the end of 20 questions, or before, if someone knows the answer, the person who guesses the correct person, place, or thing gets to be "It." Examples: person—Dracula, Dr. Jekyll and Mr. Hyde, the Incredible Hulk, etc.; place—Dracula's coffin, Frankenstein's laboratory, a cave, etc.; thing—a bat, the gryphon, a dragon, etc.

Monster Treasure Hunt

Divide into teams. Allow 15 minutes of foraging time outside for collecting such things as feathers, gum wrappers, paper cups, string, leaves, etc. When back inside, allow a certain amount of time for the groups to construct a monster on a piece of cardboard from the items they have found. (The leader could go outside ahead of time and drop a few things about, such as styrofoam balls, pieces of yarn, large buttons, and the like to be found.) Decide which team constructed the best monster and award prizes.

London Bridge

Play the old familiar singing game, but the leaders forming the bridge should take names of monsters for the child who is caught to decide upon. "Would you rather be Spider Man or King Kong?"

Monster Relays

In plastic bags, put wigs, strange-looking clothes, big shoes, and other things that would turn a child into a monster. Divide into groups and give the child at the front of the line the bag of clothes. At a signal, s/he must walk quickly to another line, about 20 feet away, take the items out of the bag one at a time and put them on, turn around 3 times, take them off, put them back in the bag, and walk quickly back to the next child in line. S/he gives the next child the bag and s/he does the same thing until all players in that group have

put on the clothes, turned around 3 times, taken off the clothes, and put them back in the bag. The team to finish first is the winner. (There should be no more than 5 items in the bag.)

Other relays that would relate to the monster theme and be fun to play include: 3-legged race; Hop on one foot; Walk on all fours; Walk backwards; Wheelbarrow relay; and Inchworm relay.

Transylvania Turnover

All players sit in a circle with no extra chairs: one player is in the middle. Players have numbered off 1, 2, 3, 4, 5, with the 1's being Dracula, the 2's King Kong, the 3's Medusa, the 4's the minotaur, and the 5's the brontosaurus. The player in the middle calls out, "King Kong and Medusa," and all players who have that number must change seats, with the one in the middle trying to get a chair. If the player calls out "Transylvania Turnover," everyone must change seats. No one can go back directly to the chair s/he was in, and when there are no more seats, the child left out is "It."

Monster Bingo

On tables or at various places around the room, display books about monsters, pictures, or other reproductions of monsters. Names of monsters represented may be written on tags and placed by the books or pictures to help younger children with spelling. There should be 25 of these. The children move about the room, writing the names of the monsters into the squares below, one monster per square, until all squares are filled.

The leader has written the names of the monsters on slips of paper and put them into a hat. Now, the leader takes one name at a time from the hat and calls it out. The child then draws a cross through the square on which that name is written. When 5 squares in a row, either up and down or diagonally, have crosses on them, the child shouts, "Monster Bingo!" and wins the game. The game may be continued until there is second- and third-place winner as well. Small prizes may be awarded.

Outdoor Games

Monster Tag

One person is the monster. The other players run from designated "safe" areas into the danger zone. The person who is tagged must hold one hand on the spot where s/he is tagged and become a monster, too, chasing the others who have not yet been caught. Soon, many of the children are running about in all positions, with hands on heads, elbows, knees, etc. Once everyone is caught, another person is declared the monster, and the game can begin again.

London Bridge

Play the old familiar singing game, but let the 2 sides of the bridge take monster names, such as Godzilla and Yoda. The child who is caught by the bridge must choose between the 2 and take his/her place behind the one s/he chooses. The final tug-of-war can be across the "Steamy Swamp" or the "Murky Moat."

Catch the Dragon's Tail

Divide into groups of 10. Members of each group form a "dragon" by placing their hands on the waist of the player in front. When the signal to start is given, the child who is the dragon's head in the front tries to catch the one who is the dragon's tail at the end. This is hard to do, since no one is to let go of the person in front, and it turns out to be somewhat like a dog chasing its tail. When the tail is caught, the child who is the head must go to the end of the line, and it all begins again.

Build the Castle

Two helpers hold a long jump rope. They begin with it lying on the ground, and, after each round of jumps, they gradually raise it higher and higher. The players line up and take turns jumping the rope, one player at a time. As the rope gets higher, more and more will miss and drop out. Soon, only the most nimble will be left. The last one to miss is the winner. Play this game in a grassy spot or place a mat under the jumping area, as there will be some falls.

Crazy, Mixed-Up Relay

Divide into 2 teams and line up side by side facing 2 circles about 20 feet away in which 2 baseball bats have been placed. At the signal to go, the first players from the 2 teams run to their respective circles, pick up the baseball bats, and place them perpendicular to the ground with their foreheads resting on the hand grips. Bent over in this position, they run around the bats 5 times. They drop the bats and try to run back to their team to touch off the next player. They may run in any direction, however, or fall down, since running around the bat will totally disorient them. Let helpers get their teammates back to the lines, and then the next player will do the same thing. It is a hilarious relay, and, if the helpers are alert, they will act as spotters and keep the players from getting hurt. The first team whose players complete the round-trip to the bat and back is declared the winner.

Memorable Monster Music

(Sing along—or else!)

Before You Start

Music should play an important role in any program for the young. It is not necessary for the leader to be talented along these lines, since there are many ways to introduce music without actually being able to sing or to play a musical instrument.

If other staff members have musical ability, recruit those talents for the program. Often, volunteer help with music is available and some musically talented members of the participating group can furnish leadership. Records and tapes can be used in some instances.

The important thing is for the leader to be enthusiastic about the musical portion of the program and to be thoroughly familiar with the selections to be offered. A bit of resistance to singing may be offered by some of the older children, although the music curriculum in most schools today is so excellent that many of the negative feelings which used to exist are no longer present. If most of the children enter into the singing and the musical games with gusto, any reluctance will soon vanish. Don't begin with singing too soon. Wait until you and your helpers have established a good rapport with the group. Then, introduce the music.

Songs

The Monsters March In One By One
(Tune: The Ants Go Marching)

The monsters march in one by one,
Hoorah! Hoorah!
The monsters march in one by one,
Hoorah! Hoorah!
The monsters march in one by one,
The smallest one says,
"This is no fun!"
And they all go marching down
To the ground
To get out
Of the sun
BOOM, BOOM, BOOM.

The monsters march in two by two,
Hoorah! Hoorah!
The monsters march in two by two,
Hoorah! Hoorah!
The monsters march in two by two
The smallest one stops
To holler BOO!
And they all go marching down
To the ground
To get out
Of the sun
BOOM, BOOM, BOOM.

(Repeat line pattern as above, making up verses up to 10.)

When Monster Eyes Are Gleaming
(Tune: When Irish Eyes Are Smilin')

When monster eyes are gleaming,
Then it's time to hit the road;
When you hear that ghoulish laughter,
It will make your blood run cold.
When monster eyes are glowing,
All the world is filled with dread;
And when monster teeth start showing,
Sure, you'll wish that you were dead!

Battle Cry of the Monsters
(Tune: Battle Hymn of the Republic)

Glory, glory, you're a ghoul-ya,
Never should've tried to fool-ya,
Now you've got me by the neck
And you've made my day a wreck—
I guess my goose is cooked!

Oh, A-Hunting We Will Go
(Tune: In back of book with the same name by John Langstaff, New York: Atheneum Press, 1977.)

Oh, a hunting we will go,
A hunting we will go;
We'll catch a troll
And put him in a hole
And then we'll let him go.

Oh, a hunting we will go,
A hunting we will go;
We'll catch a stegosaurus
And put him in the chorus
And then we'll let him go.

Oh, a hunting we will go,
A hunting we will go;
We'll catch a big blue whale
And put him in a pail
And then we'll let him go.

Oh, a hunting we will go,
A hunting we will go;
We'll catch a dragon
And put him in a wagon
And then we'll let him go.

(Make up verses of your own. Let children make up verses and draw illustrations similar to Langstaff's.)

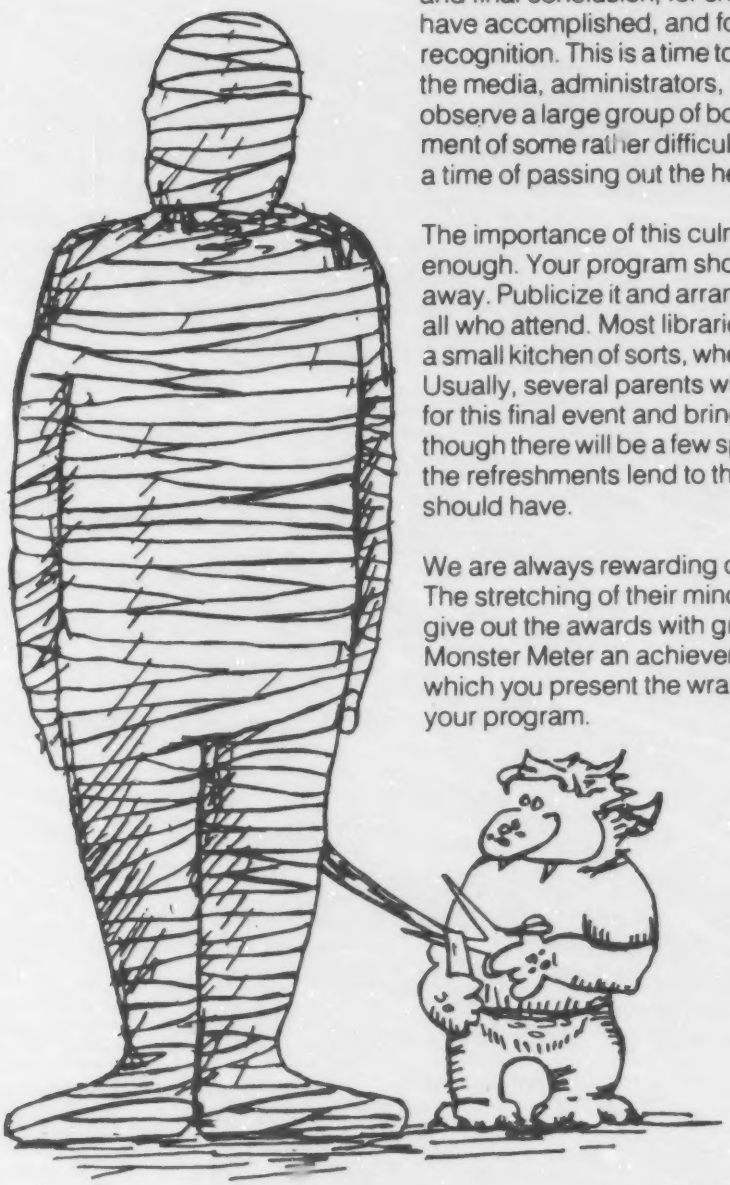
Clapping and Singing Game
(Tune: A Sailor Went to Sea, Sea, Sea)

The monster at the door, door, door
Keeps stomping on the floor, floor, floor
He's eaten but wants more, more, more
We'll have to give him Joe, Joe, Joe.

(Stand facing a partner. Slap hands on knees on first syllable of monster; clap hands together on second syllable; patty-cake hands with partner, right hands on "at," clap hands together on "the," left hands on "door," clap hands together on "door" and slap both hands with partner on last "door." Repeat this pattern on the next 3 lines. Sing the song again, getting faster and faster, without missing the clapping pattern—if you can.)

Wrap-Up

Before You Start



This section offers suggestions for bringing your program to a neat and final conclusion, for showing off what you and your children have accomplished, and for giving your group some well-deserved recognition. This is a time to invite parents, staff or faculty members, the media, administrators, and any other interested persons to observe a large group of boys and girls rejoicing in the accomplishment of some rather difficult mental tasks. It should be a celebration, a time of passing out the hearty "Well done!"

The importance of this culminating activity cannot be stressed enough. Your program should conclude with a bang, not just fade away. Publicize it and arrange to have some simple refreshments for all who attend. Most libraries have a lounge area, and most schools a small kitchen of sorts, where punch and cookies can be prepared. Usually, several parents will take over the planning of refreshments for this final event and bring punch and cookies from home. Even though there will be a few spills, these can easily be mopped up, and the refreshments lend to the affair the festive atmosphere that it should have.

We are always rewarding our children for athletic accomplishment. The stretching of their minds is equally, if not more, important. So give out the awards with great pride. Make reaching the top of the Monster Meter an achievement of great magnitude. The manner in which you present the wrap-up will say a lot about the success of your program.

The Monster Revue

Have a monster masquerade, with program participants coming dressed as their favorite monsters. Play some games that went over well during the program, as well as other activities. For example:

If you can darken the room, tell ghost stories in the dark or in very dim light. (Some children might be afraid of total darkness.) One of these might be a cumulative ghost story, with each child in the circle adding to the story as his/her turn comes.

Pass around ingredients for Witches' Stew, with the leader calling out in sepulchral tones what each item is: peeled grapes are eyeballs; pretzel sticks are broken bones; soaked spaghetti is brains or insides; dried corn kernels are teeth, etc.

If some of the library or teaching staff has acting ability, or if you can get some local high school drama people, have a seance, with the ghosts of various monsters appearing on call.

Have a line-up and judge costumes of those who care to take part. Get a strobe light, if possible, and have each contestant walk across in front of it for the judges. Award prizes in such categories as Most Original, Scariest, Most Elaborate, Grungiest, etc.

Give out certificates and awards for the program. This could be a real media event, with television and newspaper reporters both present. Do not be afraid to ask them to come out, since most media people are quite willing to do an occasional story about a library or school event as a public service, and since this event could be quite colorful and interesting to a lot of people.

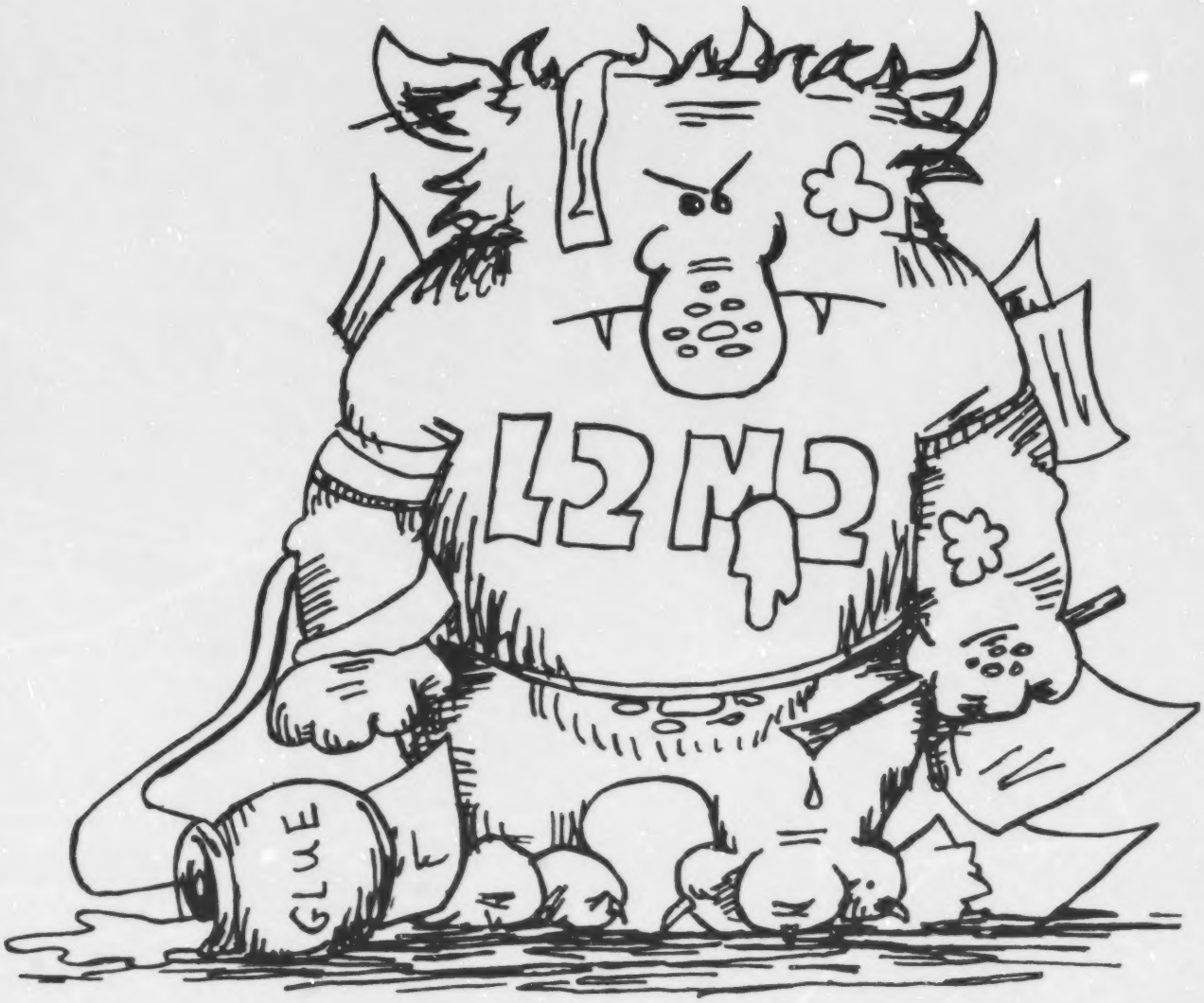
Take pictures (good, contrasty, black-and-white are preferable) and, if no media representative comes to the event, write up your own story for the local newspaper, or for the school newsletter. Also, if you feel you had a successful program, your library system and the state library will be glad to hear about it. The school board and administration will be eager to hear of teacher successes. I once had a high school English teacher who said to us, "He who tooteth not his own horn, the same shall not be tooted." So, if you have something to tell the world about, take a deep breath, pucker up, and *Blow*!

Monster Magic, if approached, planned, and carried out in the proper spirit, can be a truly fun learning experience. Librarians who originally used it in the 1981 Texas Summer Reading Club were unanimously enthusiastic about the ease with which it was introduced and the results it produced. The remark most commonly made was that more reading was done by the young participants

with less prodding by adults than in any other program of its type presented before. Also, the children were not ready to stop when the program ended. Thus, another "plus" for *Monster Magic* is that it can serve as a lead-in to other units of learning.

The theme is a good one, the ideas presented have already been used with success, and a lot of reading has been done for a number of reasons. It follows that this program *will* work, if presented properly. That seems to leave its success or failure squarely up to you.

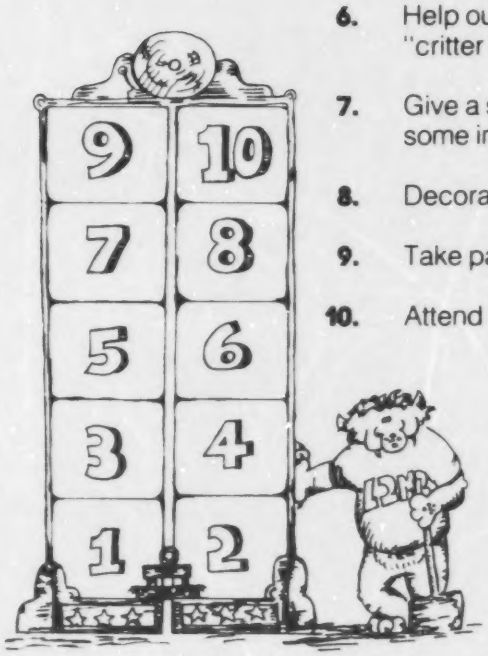
Appendix: Ideas for Promoting Your Program



Monster Meter Handout*

Activities For each achievement completed, you may color in a square of your Monster Meter. Only one achievement per session may be recorded. In 5 weeks, you can reach the top and *ring the bell*!

1. Read, or have read to you, 2 books from each of the 6 categories: prehistoric; folk and legendary; literary, film, and television; mysterious; true life; and space monsters. Keep a list on your book log and have it checked when you have completed the 10 books.
2. Work 2 monster puzzles.
3. Read information about 5 different monsters and color or draw a picture of each one. (Counts for 2 squares.)
4. Complete one craft project, such as a monster puppet, mask, paper doll, or the like.
5. Design a monster bookmark. Think up a catchy slogan about the library to use on your bookmark and draw a picture. The best ones will be used to hand out at the library.
6. Help out with a group project, such as the monster mural or "critter collage."
7. Give a short oral report about your favorite monster, telling some interesting facts you have learned through your reading.
8. Decorate your monster folder.
9. Take part in a play, pantomime, or puppet show.
10. Attend at least half of the sessions.



*See page 31 for Monster Meter activity.

Promotional Flyer*

DEAR GIRLS AND BOYS:

Please meet L_2M_2, a hard-covered, paperbacked, sound-recorded, filmstripped, cassetted, reading, achieving LIBRARY LOVING MELVIL MONSTER (L_2M_2), who will be your guide through the Summer Reading Program at Carrollton Public Library.

MONSTER MAGIC

From June 8 through July 18
MORE INFORMATION LATER!

*Copies of this were handed out to classes coming to the library or sent out to the schools to be colored by the children. The best ones were displayed on a bulletin board at the library. This activity could be competitive to arouse more interest.

Sign-Up Cards*

L_2M_2 welcomes. . . .

Name _____
Last First

Address _____

School _____

Grade Just Finished _____

to MONSTER MAGIC!!!

L_2M_2 welcomes. . . .

Name _____
Last First

Address _____

School _____

Grade Just Finished _____

to MONSTER MAGIC!!!

L_2M_2 welcomes. . . .

Name _____
Last First

Address _____

School _____

Grade Just Finished _____

to MONSTER MAGIC!!!

L_2M_2 welcomes. . . .

Name _____
Last First

Address _____

School _____

Grade Just Finished _____

to MONSTER MAGIC!!!

*File alphabetically in file box and use for keeping track of such things as attendance, team membership, extra achievements, and the like. Wonderful help in compiling statistics at end of program.

Patterns for Promotional Materials*

A.

B.

C.

Please send me:

Posters @$2.50 each

Style (A, B or C) _____

Number _____

T-Shirts @$5.95 each

Style (A, B or C) _____

Number _____ Size _____

Color _____

L2M2 Fan Club Badges @12 for $1.00

Number _____

Total _____

*Examples of ideas for expanding the L2M2 idea into moneymaking areas.

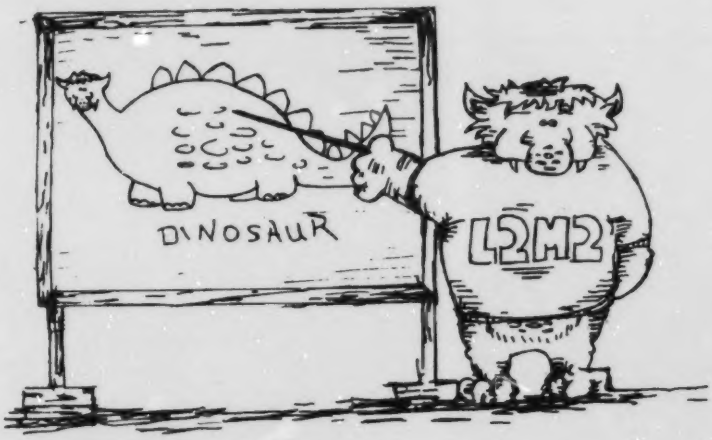
Sample Poster*

LIBRARIES...

ARE MONSTER-OUSLY GOOD!

*This should be brightly colored to attract attention.

Sample Schedule Outline



MONSTER MAGIC

SUMMER SCHEDULE

ALL ACTIVITIES BEGIN AT 10:30 a.m. (SUMMER READING CLUB)

ACTIVITIES LAST APPROXIMATELY 1½ HOURS

Register at 10 a.m. on June 8th. Stay for a full-length movie in the auditorium: 20,000 LEAGUES UNDER THE SEA

Tuesday, June 9: Prehistoric Monsters
Thursday, June 11: Fun and Games

Monday, June 15: Movie—DINOSAUR HUNTERS
Tuesday, June 16: Legendary Monsters
Thursday, June 18: Fun and Games

Monday, June 22: Movie—MARCO POLO, JR.
Tuesday, June 23: Literary, Film, and Television Monsters
Thursday, June 25: Fun and Games

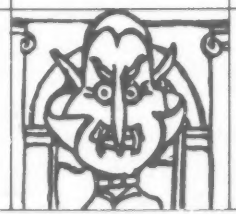
Monday, June 29: Movie—ULYSSES
Tuesday, June 30: True Life Monsters (Slide Show: Monsters of the Galapagos Islands)
Thursday, July 2: Fun and Games

Monday, July 6: Movie—MAD MONSTER PARTY
Tuesday, July 7: Space Age Monsters
Thursday, July 9: Fun and Games

Monday, July 13: Movie—STAR WARS (film clip); The Sorcerer's Apprentice
Tuesday, July 14: Pick Your Favorite Monster
Thursday, July 16: Fun and Games

Saturday, July 18: WRAP-UP. MONSTER MAGIC PARTY. Awarding of certificates and prizes

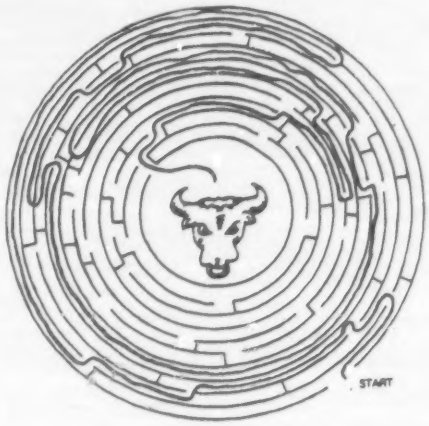
Sample Handout Calendar*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JUNE GET READY FOR THE NOT READY L_2M_2 PLAYERS			**1** PRE-SCHOOLER'S STORYTIME: "My Mama Says . . ." and other stories	**2** 10:30 A.M. FUN AND GAMES: "My Mama Says . . ." Encore Performance	**3** **4** Join our summer reading club here at the Library at 10:30 a.m. Monday, Tuesday, and Thursday. If you have completed the first grade, you can join.	
5	**6** 10:30 A.M. MOVIE: "Mad Monster Party" Soni's back!!!!	**7** 10:30 A.M. PUPPET SHOW: "Rumplestiltskin	**8** 10:30 A.M. PRE-SCHOOLER'S STORYTIME: "Rumplestiltskin"	**9** 10:30 A.M. FUN AND GAMES: Picture of the Week Contest "Monster Hunt"	**10** BookS	**11** Remember to bring items for our Trash Monster.
	13 10:30 A.M. MOVIE: "Star Wars: The Sorcerer's Apprentice" and "Darth Vader Returns!"	**14** Pick your favorite monster day—"Who am I?" Contest "The Unicorn Chronicles"	**15** 10:30 A.M. PRE-SCHOOLER'S STORYTIME: "The Unicorn Chronicles"	**16** 10:30 A.M. FUN AND GAMES: Picture of the week contest	**17**	**18** THE MONSTER MAGIC PARTY! Awarding of certificates and prizes. THE MONSTER REVUE!!
19	**20** 10:30 A.M. MOVIE: "Ulysses"	**21**	**22** 10:30 A.M. SLIDE SHOW: "Real Life Monsters"	**23**	**24**	**25**
26	**27**	**28**		**30**	**31** MONSTER MAGIC	

*This sample cannot be reproduced because of the use of monster sketches that are not ours.

Answer Sheet

L2M2 and the Minotaur Maze:



The Mixed-Up Multiple Monster:

1. Anteater
2. Rabbit
3. Ram
4. Elephant
5. Bird
6. Butterfly
7. Lion
8. Fox
9. Zebra
10. Horse
11. Duck
12. Leopard
13. Cat

Monster Mentionables:

1. Dracula's sandwich after the first bite
2. The Bride of Frankenstein's charge account
3. Cyclop's eyeglasses
4. Dracula's toothbrush

Monstrous Riddles for You to Solve:

1. In the Dead Sea or the Erie Canal
2. People are just dying to get in
3. Haunt and seek
4. Fangs-giving
5. Ghost writers
6. I want to hold your hand, hand, hand, hand
7. In a blood bank
8. They read their horror-scopes
9. Because demons are a ghoul's best friend
10. Ghoul-aid
11. Moon-tan lotion
12. With scarespray
13. Cool ghouls
14. The Ghost Guard
15. Twick or tweet
16. A hairy reasoner

BYE!